



TO: BOARD OF DIRECTORS

FROM: RYAN OVENELL, EXECUTIVE DIRECTOR OF HUMAN RESOURCES

SUBJECT: Stanwood Camano Education Association (SCEA) Collective Bargaining

DATE: SEPTEMBER 21, 2021

TYPE: ACTION REQUIRED

The final copy of the Collective Bargaining Agreement with SCEA is attached. We are requesting board approval of the CBA for the 2021-2022 through 2023-2024 school years, which has been ratified by SCEA members.

Recommendation:

**We recommend the board move to approve the attached SCEA collective bargaining agreement.**

*Stanwood-Camano  
School District*

*Stanwood-Camano  
Education Association  
Collective Bargaining Agreement  
& Appendices*

*for*

*Non-Supervisory Certificated Staff*

*September 1, 2021*

*through*

*August 31, 2024*



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ARTICLE I  
RECOGNITION AND DEFINITIONS

SECTION 1.1 DEFINITION OF AGREEMENT

THREE-YEAR AGREEMENT

THIS AGREEMENT, made pursuant to the Educational Employment Relations Act of 1975, on this 1st day of September 2021, by and between the Stanwood-Camano School District and the Stanwood-Camano Education Association, employee organization, shall take effect on September 1, 2021, and shall remain in effect until August 31, 2024, all in accordance with the terms and conditions of said Act. This Agreement may be reopened by either party to negotiate work year, calendar, Health Care Authority (HCA) Benefit Allocation for Retiree Fund, salaries, and evaluations. Otherwise this Agreement may not be reopened, except by mutual consent of the parties, during the duration hereof.

The parties hereby further agree that they have fully bargained with respect to wages, hours and terms and conditions of employment and that all wages, hours and other terms and conditions of employment and all other benefits to be received by the employees from the District are contained in this Agreement and not otherwise. The parties agree that they will commence collective bargaining, at the request of either party, for the purpose of attempting to reach agreement upon a collective bargaining agreement to succeed this Agreement, provided neither party shall be obligated to commence any collective bargaining prior to 120 days before the expiration of this Agreement.

SECTION 1.2 RECOGNITION

The Stanwood-Camano School District Board of Directors, by virtue of the Education Employees Relations Act, Section 3 (6) (b), hereby recognizes the Stanwood-Camano Education Association as the employee organization and exclusive bargaining representative for the hereinafter described non-supervisory certificated employee (hereinafter called "employees"), which employees shall constitute the bargaining unit, in accordance with and not in expansion upon the Educational Employees Relations Act of 1975, Chapter 41.59 RCW to-wit: All certificated employees, as defined by said Act, except the following:

- A. The chief executive officer;
- B. The chief administrative officers, including the superintendent, assistant superintendents, executive directors and directors;
- C. All confidential employees;
- D. All principals and assistant principals;
- E. All supervisors;

F. All educational employees who do not require a certificate as a requirement for their employment with the District; EXCEPT that the bargaining unit shall include advisors or leaders of special interest student co-curricular activities;

G. All deans of students who are fulfilling such duties under an administrative contract.

### SECTION 1.3 DEFINITIONS

Unless the context in which they are used clearly requires otherwise, when used in this Agreement:

The term "Agreement" shall mean the current bargained contract.

The term "Association" shall mean the Stanwood-Camano Education Association.

The term "Board" shall mean the Board of Directors of the Stanwood-Camano School District Number 401.

The term "District" shall mean the Stanwood-Camano School District Number 401.

The term "WEA" shall mean Washington Education Association.

The terms "teacher", "certificated personnel", "certificated employee", "educational employee" or "employee" shall refer to all employees represented by the Association in the bargaining unit as defined in Article I - Section 1.2.

The term "days" shall mean calendar days unless otherwise specifically defined in this Agreement.

Unless the context in which they are used clearly required otherwise, words used in this contract denoting gender shall include both the masculine and feminine; and words denoting number include both the singular and plural.

## ARTICLE II STATUS AND ADMINISTRATION OF AGREEMENT

### SECTION 2.1 RATIFICATION

This Agreement shall be ratified by the Association and then the Board and signed by authorized representatives thereof, and may not be amended or modified during its term except by mutual consent or as provided for herein.

SECTION 2.2 RELATIONSHIP TO EXISTING POLICIES, PRACTICES, RULES AND REGULATIONS

This Agreement shall supersede any rules, regulations, policies, resolutions, or practices of the District which are directly contrary to or inconsistent with its terms.

SECTION 2.3 GRANTS

All grants proposals shall be consistent with the Collective Bargaining Agreement.

SECTION 2.4 RELATIONSHIP TO INDIVIDUAL CONTRACTS

All individual teacher contracts shall be subject to and construed with Washington State Law, the laws of the United States of America, applicable rules and regulations, and any decisions of any adjudicatory body which are binding upon the District and employees and with the terms and conditions of this Agreement. Any individual teacher contract hereinafter executed shall expressly provide that it is subject to the terms of this Agreement between the Board and the Association. If any individual employee contract contains any language inconsistent with this Agreement, this Agreement while in effect, shall be controlling.

SECTION 2.5 CONFORMITY TO LAW

This Agreement shall be governed and construed according to the Constitution and laws of the state of Washington, rules, regulations and court decisions binding upon the District. If any provision of this Agreement shall be made invalid by applicable legislation or binding regulations, or found contrary to the law by any Court of competent jurisdiction, such provision or application shall have the effect only to the extent permitted by law, and all other provisions of this Agreement shall continue in full force and effect.

SECTION 2.6 DISTRIBUTION OF AGREEMENT

Upon ratification and execution of this Agreement, by the respective parties, this Agreement shall be binding upon the District, and all employees as herein defined. It shall be the responsibility of the Association to provide copies of the Agreement to the employees, provided, however, the District shall, within thirty (30) days following the execution of this Agreement, print and deliver to the Association 40 copies of the Agreement for the first year of the Agreement, plus an additional 15 copies for each additional year of the Agreement. The District and the Association shall share equally in the expense of reproducing this Agreement. The District will make available an electronic copy of the Agreement to the Association and post the Agreement in the District's webpage. The District will inform all employees of how to find the document on the webpage and inform employees that they may download the document.

## SECTION 2.7 CONTRACTING OUT

The duties or responsibilities of any position currently being held by any employee in the bargaining unit, which require a certificate, shall not be transferred to a person not a member of the bargaining unit without prior negotiation with the Association.

All open positions for special interest student co-curricular activities shall be posted as soon as possible, in advance of making assignments to such positions.

## SECTION 2.8 NO STRIKE

During the term of this Agreement, members of the bargaining unit will not participate in any strike, work slowdown or work stoppage, nor shall such members engage in any concerted activities which are inconsistent with or inimical to the programs and operations of the District.

The employer shall not engage in any lockout of the employees during the term of this Agreement.

In the event that any employees violate the terms of this provision, the Association shall use all reasonable efforts to bring such employees into compliance and the Association shall not engage in any activities, during the term of this Agreement, which directly or indirectly encourage, support or direct a violation of this Section.

## SECTION 2.9 MANAGEMENT'S RIGHTS

The Board has and will retain the exclusive right and power to manage the District and direct the employees and to delegate said right and power to management personnel, including, but not limited to the customary and usual rights, powers, functions and authority of management vested in the District. Included in these rights and not in limitation thereon, in accordance with and subject to applicable laws, regulations and provisions of this Agreement, is the right to direct the work force and schedule working hours; the right to hire, classify, grade, evaluate, promote, retain, transfer, assign and reassign employees in positions and work functions and establish, modify or change work schedules; the right to subcontract work as a last resort and designate the work to be performed by the employee or others and the places where and the manner in which it is to be performed, as well as the reasons thereof; the right to deal with all phases of school location, use, design, feasibility, need, cost, control and determination; the preparation, allocation and priorities of budgeting; to develop and adopt curriculum and educational programs; the utilization of technology; and the methods, means and personnel for conducting school district operations functions and efficiency therein.

The right to make necessary rules and regulations not inconsistent with, and in connection with implementation of this Agreement and otherwise, shall be considered acknowledged functions of the Board, and may be delegated to management. In making rules and regulations relating to personnel policies, procedures and practices and matters of wages and hours and terms and

conditions of employment, the Board shall recognize rights and obligations of the employees and the District as imposed by this Agreement.

All matters not specifically and expressly covered or treated by the language of this Agreement are retained as management rights and may be reasonably administered by the District in accordance with such policy or procedure as the Board of Directors may, from time-to-time determine.

ARTICLE III  
ASSOCIATION RIGHTS

SECTION 3.1 EXCLUSIVITY

Throughout this Agreement, certain rights are accorded and ascribed to the Association as the legal representative for all employees covered under this Agreement. Rights and privileges afforded the Association and its constituent organizations shall not be granted to a minority organization seeking to represent or otherwise communicate with employees represented by the Association except as provided for in the Collective Bargaining Act. Payroll deductions for organization dues and the right to participate as an organization representing employees in grievance processing, shall be an exclusive right of the Association, except as otherwise provided herein.

SECTION 3.2 EQUIPMENT USE

The Association shall be allowed to use District equipment normally used in the instructional process upon the following conditions:

- A. Such privilege may be exercised only by members of the Association who are employees of the District and competent to use such equipment.
- B. Such equipment shall not be used by the Association when it is needed for any District specified uses.
- C. The Association shall pay for all supplies and materials used. In order to provide for such payment, the Association shall notify the building office when the District materials will be used for Association purposes and will sign for any materials used.
- D. Prior to using any District equipment that is to be moved from its regular building location, the Association shall obtain approval from the appropriate administrative official in charge of such equipment in order to ensure that such equipment is not needed for District use, provided such approval not be unreasonably withheld.
- E. The Association shall indemnify the District for all repair or replacement costs necessitated by damage or destruction resulting from Association use.

- F. The equipment shall not be used in such a way as to put the District in the position of violating the law (e.g., RCW 42.17).

### SECTION 3.3 COMMUNICATION WITH BARGAINING UNIT MEMBERS

#### SECTION 3.3.1 GENERAL COMMUNICATION

The Association shall have the non-exclusive right to utilize designated bulletin boards, at least one of which shall be provided in each faculty lounge of each school in the District, or place of reasonable access to teachers, for notices related to its representative or certificated employees.

The Association shall have the non-exclusive right to use the District mail delivery service and teacher mail boxes for official Association business communications only, so long as such use does not interfere with the District's use of same; provided that the Association shall not use this service in such a way as to put the District in the position of violating the law (e.g., Chapter 42.17A RCW). Any violation of the provisions herein set forth shall immediately terminate the Association's rights hereunder.

Duly authorized members of the Association, or their designated representatives, shall be permitted to transact official Association business on school property provided that this shall not interfere with or interrupt normal school operations.

#### SECTION 3.3.2 NEW EMPLOYEE RECRUITMENT AND ORIENTATION

The Association will be placed on the agenda for any District orientation program scheduled for newly hired, certificated employees. At a minimum, the Association will have one (1) hour during the orientation program, inclusive of the scheduled lunch period.

The Association may include Association information and forms in all new-hire District packets.

### SECTION 3.4 AVAILABILITY OF INFORMATION

The Board or its agents shall furnish to the Association, at no cost to the Association, electronic versions of the following documents:

- A. Board agenda;
- B. Minutes of district board meetings;
- C. Summary payroll data concerning all deductions for payments made to the Association;
- D. The names, addresses, FTE, assignments, and worksites of all employees represented by the Association shall be updated monthly to account for changes. Said employees' phone numbers and email addresses will also be included unless they withhold consent in writing. The same information shall be provided within three (3) days of receipt of each letter of intent to hire from all new employees.

In addition, the parties agree that the Association will give the District sufficient notice, and the District will comply within a reasonable period of time, to furnish the following financial

documents, either in electronic or paper form for which the cost of copying may be charged, if such a charge would normally be made.

- A. Preliminary budget, if prepared by District;
- B. Final Budget;
- C. Monthly financial statements;
- D. Monthly status reports;
- E. Statement of Apportionment Report;
- F. Revenue worksheets;
- G. Monthly enrollment summary;
- H. Audit report;
- I. Annual reports;
- J. Staff Weighting Factor.

### SECTION 3.5 RIGHT TO ADDRESS THE BOARD

The Board shall allow the employees and/or the Association the opportunity to submit a written position statement concerning the enactment, amendment or repeal of any general board policy, rule or regulation. Such statement shall be submitted to the Board no later than the commencement of any board meeting scheduled to take action upon such matters.

In addition, the employees and/or the Association shall be allowed an opportunity to make an oral presentation concerning said matters at any such board meeting, provided that the Board shall retain the right to reasonably limit the amount of total aggregate time for such presentation at any one board meeting.

It is understood and agreed that the matters to which the above rights pertain do not include those matters specifically excluded from the Open Public Meeting Act, Chapter 42.30 RCW as now or hereafter amended, nor to those matters which the Board may consider in "executive session" pursuant to Chapter 42.30 RCW as now or hereafter amended.

### SECTION 3.6 PAYROLL DUES DEDUCTIONS

#### 3.6.1 MEMBERSHIP FEES

Upon receipt by the District of an appropriate authorization form from each Association member, an amount equal to the fees, assessments and dues required for membership will be deducted from the salaries of Association members. Such dues and fees shall be deducted by the District monthly from the pay of all members and transmitted as the Association designates. Such payroll deduction shall be applied without cost to employees or the Association. It shall be the responsibility of the Association to provide its new members with such authorization forms in accordance with this provision and to provide such signed forms to the District. Written authorization from members authorizing salary deductions for Association dues shall continue in effect from year to year unless a written revocation is submitted to the Association and the District. The District shall notify the Association prior to ending payroll deduction of dues. A

table of prorated annual fees, assessments and dues shall be supplied to the District payroll office by the Association annually, to enable the District to determine monthly deductions.

### 3.6.2 HOLD HARMLESS

The Association shall hold the District harmless from all claims; whatsoever, made or presented by employees against the District as a result of any payroll deductions made by the District pursuant to the provisions herein before set forth; provided that the Association shall not be responsible for any unauthorized deductions made by the District. Accordingly, it shall be the duty and responsibility of the Association to reimburse any employee for which the District deducted an amount in excess of the authorized deduction, provided the Association actually received the excess amount from the District.

### SECTION 3.7 RELEASED TIME

Whenever Association representatives, employed by the District, are mutually scheduled with the Board's or Administration's representatives to participate in negotiations or grievance hearings during working hours, said representatives shall suffer no loss of pay. The parties agree that ordinarily negotiations and grievance hearings should be scheduled during non-working hours.

In the event that the parties contemplate scheduling negotiations or grievance hearings during working hours, then the Association shall designate those representatives who will participate.

### SECTION 3.8 ASSOCIATION FACULTY REPRESENTATIVES

Individual school principals are authorized to meet with designated Association Faculty Representatives, not to exceed one (1) such representative per school at the request of the principal or association faculty representative, when not assigned student contact time. The purpose of these meetings shall be to discuss the administration of this Agreement as it relates to the particular school, provided that neither the principal nor the association faculty representative have the authority to reach any decision which changes this Agreement; and their conduct shall not be construed, in any manner, as evidence of the meaning of any term or provision of this Agreement.

## ARTICLE IV

### EMPLOYEE RIGHTS AND RESPONSIBILITIES

#### SECTION 4.1 INDIVIDUAL RIGHTS

Employees shall be entitled to full rights of citizenship. There shall be no discrimination with respect to the employment of any person because of such person's age, gender, marital status, race, creed, color, national origin, housing status, sexual orientation, gender expression or identity, veteran or military status, disability, or the use of a trained guide dog or service animal by a person with a disability, unless based upon a bona fide occupational qualification, provided that the prohibition against discrimination because of such handicaps shall not apply if the



particular disability prevents the proper performance of the particular worker involved. Nothing contained herein shall be construed to deny or restrict to any employee such rights as he or she may have under applicable laws and regulations of the United States of America and/or the state of Washington.

#### SECTION 4.2 RIGHT TO JOIN AND SUPPORT EMPLOYEE ORGANIZATION

All certificated employees, as defined in this Agreement, shall have the right to self-organization, without interference, restraint or coercion, to form, join or assist the Association to bargain collectively through its representation, and shall also have the right to refrain from any and all such activities.

Neither the District nor the Association shall interfere with, restrain, or coerce employees in the exercise of the above enumerated rights, nor shall the District encourage or discourage membership, in the Association by discrimination in regard to hire, tenure of employment or any term or condition of employment, nor shall the District discharge or otherwise discriminate against any employee because he or she has filed charges or given testimony in connection with any alleged unfair labor practice or alleged grievance.

#### SECTION 4.3 DISCIPLINARY CAUSE

All discipline, discharge and non-renewal action taken against a member of the bargaining unit shall be in accordance with state law, and the District, in connection therewith, shall follow the mandated requirements of due process. Any disciplinary action taken against an employee must occur within forty-five (45) days after the supervisor's discovery of the employee conduct leading to such action, unless the process of a fair investigation reasonably requires a longer period of time, in which case an extension of the forty-five day time limit will be negotiated between the District and the Association.

No employee shall be discharged without sufficient cause. Any disciplinary action taken against an employee shall be appropriate considering the conduct precipitating such discipline.

Other than the conferences held pursuant to the evaluation procedure set forth in this Agreement, any employee who has received written communication from his/her supervisor indicating that disciplinary action is contemplated or has received verbal discipline shall be entitled to have an Association representative and/or legal counsel present at all subsequent meetings. Once such representation is requested, no further action shall be taken until the representative is present or has been given ample time to appear. For purposes of this provision, ample time shall mean twenty-four (24) hours if Association representation is being requested and seventy-two (72) hours if legal counsel is being requested.

Any written notification that disciplinary action is contemplated shall state that the basis for any disciplinary action or actions shall be made available to the employee, in writing, prior to any subsequent meetings, upon request, and that the employee has a right to representation as herein provided.

The District shall notify any employee concerning complaints directed against such employee, involving serious allegations justifying any investigation by the District.

#### SECTION 4.4 ACADEMIC FREEDOM/CONTROVERSIAL ISSUES

Within reasonable district guidelines and board policy, academic freedom shall be guaranteed to teachers, and no special limitations shall be placed upon study, investigation, presenting and interpreting facts and ideas concerning human society, the physical and biological world and other branches of learning. Academic freedom includes a commitment to democratic tradition; a concern for the rights, welfare, growth and development of children; consideration for the concerns and desires of the community; and an insistence on objective scholarship. Accordingly, the Board and the Association agree as follows:

- A. In handling controversial issues, teachers shall endeavor to develop in students an ability to meet issues without prejudice and without judgment while facts are being collected, assembled, weighed and evaluated and until relationships are developed, before drawing inferences or conclusions.
- B. The ability of pupils to progress and mature academically is a combined result of the school, the home, the economic and the social environment and the teacher alone cannot be held accountable for all aspects of the academic achievement of the pupil in the classroom.
- C. Subject to reasonable administrative guidelines, teachers shall have the authority to select the methods of instruction and shall be delegated the authority to select materials used for the instruction of students subject to the District policies on Selection of Instructional Materials. Such administrative guidelines shall be published and distributed to all certificated staff from time to time, as adopted.
- D. In order to foster and protect academic freedom in the classroom no mechanical or electronic device shall be installed in any classroom or brought in on a temporary basis where such device would allow any person outside the classroom to listen to or would allow any person to record the proceedings in any class without the written permission of the Board or Superintendent or their designee and notification to the classroom teacher. In no case may any recording device be employed for the purpose of employee evaluation without the permission of the employee.

#### SECTION 4.5 PERSONNEL FILES

Each employee shall, upon request, have the right to inspect all contents of his or her complete personnel file kept within the district, excluding confidential employment references. Upon request, a copy of any documents contained therein shall be afforded the employee at no cost to the District. No secret (duplicate, alternative or other personnel) file shall be kept anywhere in the district. A separate file for processed grievances shall be kept apart from the employee's

personnel file, which shall be open for inspection by the teacher. Anyone, at the employee's request, may be present at this review.

Each employee's personnel file shall contain the following minimum items of information: The employee's evaluation report; copies of annual contract; teaching certificate; a transcript of academic records.

Upon request by the employee, the superintendent or his/her official designee shall sign an inventory sheet verifying the contents of the personnel file and date same; provided the employee shall not make an unreasonable number of requests.

A copy of any District-generated written material concerning discipline, an investigation, or an evaluation will be furnished to the employee at the time it is placed in the District personnel file of the employee. Related documents added at a later time will be contemporaneously provided to the employee.

Employees may request for letters of direction to be removed from the building administrator's working file after one year. Removal of the document will be at the discretion of the Executive Director of Human Resources. Letters of direction shall not be placed in the employee's personnel file at any time.

No derogatory material making any reference to a teacher's competence, character, or manner, shall be kept or placed in the personnel file without the teacher's knowledge and the right to attach his/her written comments, addressing such specific matters in said files.

No derogatory material, including written disciplinary action taken by the District, except those items that fall under the constraints of RCW 28A.400.301, shall remain in a teacher's file for more than five (5) years from the date of entry, so long as there are no related intervening reports concerning the employee. The employee may contact the Human Resources department to confirm the removal of such material from their personnel file.

## SECTION 4.6 TEACHER PROTECTION

### 4.6.1 LIABILITY INSURANCE

The District agrees to maintain and pay for liability insurance covering certificated employees within the bargaining unit, covering liability incurred by them as a result of their negligence within the scope of their employment with the district, whether it be pursuant to a regular contract or supplemental contract, in accordance with current coverage, now provided, which present policy or policies and subsequent renewals thereof, during the term of this agreement, are incorporated herein by reference. Said policy shall provide for the defense of any such liability claims. The District further agrees that the monetary limitation for such insurance, as currently provided in its present policy may be increased; however, it shall not be reduced for the above coverage during the term of this agreement. The District agrees that no claims for reimbursement shall be presented against any employee for monies expended by the District under any such policy coverage on behalf of such employee.

#### 4.6.2 INSURANCE WHILE ENGAGED IN MAINTAINING ORDER, ETC.

In addition, the District agrees to provide all certificated employees with insurance protection covering said employees while engaged in the maintenance of order and discipline and the protection of school personnel and students and the property thereof when that is deemed necessary by such employees. Such insurance will include liability insurance covering injury to persons and property, and insurance protecting those employees from loss or damage to their personal property incurred while so engaged. The District agrees to pay the amount of any "deductible" provided for in any such insuring agreement, provided. However, the District's obligation to provide such insurance shall not apply to the extent that any valid or collectible insurance, whether on a primary, contingent or excess basis is available to any employee under any other policy of insurance.

#### 4.6.3 HANDLING OF COMPLAINTS AGAINST EMPLOYEES

It is agreed that parents/citizens who have concerns with matters regarding an employee will be encouraged to confer directly with the employee involved in order to seek resolution of the concern. If a parent/citizen elects to confer with the employee and no resolution is reached, the parent/citizen may then take the concern to the building principal for resolution.

If a parent/citizen declines to confer with the employee or resolution was not reached by meeting with the employee, the principal will attempt to resolve the concern between the employee and parent/citizen through a conference with the parent/citizen and shall have a conversation with the employee unless prohibited by law. Should resolution not be reached through said conference and conversation and before any action other than investigation is taken, the building administrator will report the concern to the employee in writing, as early as possible, not to exceed five (5) school days from the completion of the conference so that any necessary defense or response may be undertaken by the employee.

In regards to the updating of grades in Skyward, teachers are expected to communicate in a timely manner to parents/guardians regarding student progress. In keeping with this belief, teachers of grades 6-12 will maintain a Skyward gradebook. Parents who express concerns about the updating of grades will be encouraged to contact the teacher. Concerns which rise to the administrator level will be communicated to the teacher and the procedures of 4.6.3 will be applied.

The following procedures apply to the processing of a complaint that cannot be resolved in the manner described above:

- A. If the problem is not satisfactorily resolved at the building level, the parent/citizen should file a written complaint with the Superintendent that describes the problem and suggests a solution, as outlined in Appendix B. The Superintendent shall send copies to the principal and staff member(s) within five (5) school days of receipt of the complaint.
- B. The employee shall acknowledge receipt of the complaint.

- C. The employee has the right to respond in writing or in person to the Superintendent regarding the complaint within five (5) school days.
- D. The Superintendent shall then attempt to resolve the matter through a conference with the parent/citizen.

If the matter is still not resolved, the Superintendent shall present the issue to the Board. The complaint shall be handled in executive session in the presence of the staff member. The Board shall attempt to make a final resolution of the matter. Any formal actions by the Board must take place at an open meeting. If such action may adversely affect the contract status of the staff member, the Board shall give written notice to the staff member of his/her rights to a hearing.

## SECTION 4.7 STUDENT DISCIPLINE

### 4.7.1 GENERAL PROVISIONS

- A. Every teacher has the right to expect that students under his or her control will adhere to district and school rules of conduct and submit to corrective action taken as a result of conduct violations. Every teacher has the duty and responsibility to maintain discipline and an adequate educational atmosphere among all students under his or her direct control.
- B. All discipline shall be enforced reasonably, fairly, and consistently among all students in compliance with District policies.
- C. A teacher may, at any time, use such force, consistent with law, as is reasonably necessary to control spontaneous student behavior that poses an imminent likelihood of serious harm. Such physical intervention or force must be closely monitored to prevent harm to the student, and must be discontinued as soon as the likelihood of serious harm has dissipated. An employee must use the least amount of physical intervention or force appropriate to protect the safety of students and staff under such circumstances.
- D. The administration and Board shall support and uphold its teachers in their use of prudent, legal and reasonable disciplinary measures to maintain order and protect the safety and well-being of pupils and employees.
- E. When consistent with state/federal law and District policy, the District shall impose an emergency expulsion or other appropriate disciplinary action for any student who assaults an employee.

### 4.7.2 PROCEDURES (STUDENT DISCIPLINE)

- A. The staff at each building will develop, implement, and annually evaluate procedures that deal with chronically disruptive or aggressive students. In accordance with RCW 28A.600.020, the teacher shall maintain good order and discipline in the classrooms at all

times. Such duty should be carried out in such a way as to cause the least disruption of the educational process for the student and others.

- B. In case of student misconduct which violates written rules of the District and unreasonably disrupts the educational process, the teacher is empowered to exclude the student from his or her individual classroom, instructional area, or activity area. The student may be removed from a classroom, instructional area, or activity area for all or any portion of the balance of the school day in which the student was excluded. The student may be excluded from the classroom, instructional area, or activity area for longer than the balance of the school day only if the student is suspended, expelled, or emergency expelled under District policy.

Except under emergency circumstances, the teacher shall have first attempted one or more alternative forms of corrective actions to support the student in meeting behavioral expectations prior to excluding a student. "Emergency circumstances" means that the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process. In administering other forms of discipline, the teacher may consider using best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. In no event without consent of the teacher shall an excluded student be returned during the balance of the particular class or activity period from which the student was initially excluded. Final decision regarding said pupil's discipline shall be at the discretion of the principal or certificated designee. Prior to the student returning to class the District will ensure that an administrator or certificated designee will meet with the student and teacher either together or separately to discuss the behavior and school behavior expectations. If said student's discipline is handled by anyone other than the principal or the certificated designee, a return to the classroom may only occur with prior consent of the teacher.

In situations where classroom disruption is so severe that a danger to other students or staff exists, staff shall determine whether it is most appropriate to remove the individual student creating the dangerous situation or remove other students for the safety of the students and staff.

- C. Any excluded student must be provided an opportunity to make up any assignments and tests missed during the classroom exclusion.
- D. The teacher must report a classroom exclusion, including behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. If the classroom exclusion is based on emergency grounds, notice to the principal or the principal's designee should happen immediately.

In instances where individual students or entire classes are removed from the classroom, it shall be the responsibility of the building principal or their designee to contact the parents/guardians of the impacted students, utilizing the Template Communication Letter for Classroom Evacuations Due to Student Behavior in Appendix T.

When classes are combined due to the evacuation of a classroom(s), Class Duty/Coverage pay (per Section 4.11) shall be used to calculate compensation for the additional responsibilities of impacted teachers.

- E. In cases of chronic repeated student misconduct, a student will participate in behavior management instruction as provided by an appropriate staff member who may also recommend further intervention.
- F. If the principal does not concur with the teacher's recommendation in accordance with letter "E", above, the teacher shall be so informed of the reasons in writing.
- G. If the building administrator and the teacher involved mutually agree, an agreement including a statement of expectations and conditions may be requested of the student, parent or guardian, prior to readmission, provided nothing contained herein shall be construed to limit or restrict any student rights and responsibilities. Each party shall receive a copy of the agreement, if executed.

## SECTION 4.8 INDIVIDUAL CONTRACTS

### 4.8.1 GENERAL PROVISIONS

The Board shall make, with each employee employed by it, a written contract, which shall be in conformity with the laws of the state of Washington, and with this Agreement, and except as otherwise provided by law, limited to a term of not more than one (1) year. Contracts shall be delivered and returned electronically. Newly hired employees shall receive a hard-copy of their individual contracts prior to electronic delivery.

At the time of signing an individual contract, a teacher must affirm that he or she has not signed any other employment contract for the same term in another school district in the state of Washington or that the board of directors of such other school district has released said teacher from his or her obligations under the previous contract. Failure to so affirm or any untruthful affirmation shall be sufficient cause for an employee's discharge.

### 4.8.2 RELEASE FROM INDIVIDUAL CONTRACTS

Any employee, as defined in this Agreement, may terminate his or her employment contract with the District effective August 31, by giving written notice of his or her resignation by certified mail, on or before the first (1st) day of July immediately preceding the effective date and said employment contract may be terminated after July 1 for the following academic school year only by mutual agreement between the employee and the District.

In the event that the employee requests a release from his or her employment contract, after July 1, agreement by the District shall not be unreasonably withheld and special consideration shall be given to releasing such an employee, if possible, if:

- A. Illness or other personal employee difficulties make it impossible for the employee to continue his or her employment with the District; or,
- B. A qualified employee can be hired to replace the employee and there would be no detrimental effect to the educational program of the District.

#### SECTION 4.9 SUPPLEMENTAL CONTRACTS

All district specified co-curricular and other employment supplemental to and apart from the regular employment contract assignment shall be by supplemental written or electronic contract. At such times as the District shall have employment openings for such employment, the District shall give general notice thereof.

When the District decides to offer supplemental contracts, they shall be offered at the earliest possible date following the decision, regardless of the date upon which the performance of such supplemental contract is to commence. District administrators shall notify employees who will be awarded appointments in writing no later than thirty (30) days before the assignment is to begin. Appointments for positions contingent upon school schedules shall be submitted to the district office for processing within three (3) days of the teacher accepting the assignment. Supplemental contracts shall be submitted for school board approval at the next available board meeting. The electronic or written contract shall be delivered to the teacher within five (5) working days of Board approval.

An employee may resign from a co-curricular assignment by giving written notice to the Superintendent at any time prior to ninety (90) days before the date that performance of such assignment is to commence, and not otherwise. No supplemental contract shall be valid for more than one (1) academic school year and no supplemental contract shall be renewed or offered except by order of the Board at its sole and absolute discretion.

##### 4.9.1 SUPER FTE

The District will post all super FTE vacancies for five (5) days within the district before advertising the vacancy outside of the district.

#### SECTION 4.10 ASSIGNMENT, VACANCIES, PROMOTION AND TRANSFER

##### 4.10.1 DEFINITIONS

For the purpose of this section the terms below shall be defined as follows:

1. TRANSFER - A transfer shall mean a change from an employee's current building to another building, except when an employee is assigned to a program that changes location and the employee moves with the program.



2. VOLUNTARY TRANSFER – A voluntary transfer shall mean an employee-requested transfer.
3. INVOLUNTARY TRANSFER – An involuntary transfer shall mean a transfer that the District has initiated and an employee has not requested.
4. ASSIGNMENT - An assignment shall mean the placement of an employee in a position within the bargaining unit. A position shall include the grade level and/or subject taught, or specialty (e.g., special education or librarian) and the worksite.
5. REASSIGNMENT – A reassignment shall mean a change in an employee’s assignment within the building.
6. VACANCY - A vacancy shall mean any unassigned position that may occur due to the resignation, nonrenewal, discharge, or death of an employee or any newly created position that the District intends to fill through hire or voluntary transfer.

#### 4.10.2 GENERAL PROVISIONS

1. All assignments shall be made in accordance with State and Federal laws, the regulations of the state Professional Education Standards Board (PESB), the educational requirements of the District, and the particular qualifications of the individual employees as determined by the Board or its designee.
2. Each employee who has indicated, in the manner prescribed by the District, an intent to return to the district during the next succeeding school year, shall receive, at the time his/her individual contract is delivered by the District for the employee's signature, a notice of tentative assignment for the following year which shall state the subject matter and/or grade level to be taught. Such tentative assignments may be changed with prior written notice to the employee, where staffing needs require, as determined by the District. The District will provide notice of tentative assignment by August 1 unless negotiations for a successor agreement have not been completed by July 15.
3. Transfers shall be made in the interest of District staffing, programs, students, and staff development needs. Transfer procedures shall be distributed to staff. Reasonable efforts shall be made to notify affected staff as soon as possible.
4. Current continuing contract employees shall be given the opportunity to apply for a transfer and/or reassignment. This Section 4.10 does not apply to employees on non-continuing contracts or employees on probationary status. Nothing herein shall prevent the District from reassigning or transferring current employees who have not voluntarily requested same so long as the provisions of this Section are followed.
5. The District shall endeavor to fill vacancies through the voluntary process, but it is understood that all reassignments and transfers are made at the sole discretion of the District and shall be made in accordance with the provisions and criteria of this Section 4.10.

6. In the event that the District requires an employee to move out of his/her assigned room or an employee volunteers for an involuntary transfer or reassignment, the employee shall receive one additional workday. The additional workday will be provided for under the provision of a supplemental contract at the per diem rate of pay. If the move occurs with less than ten (10) days' notice, the employee will also receive a stipend equal to three and one-half (3.5) hours at the employee's per diem rate.
7. No employee currently assigned to a K-8 position shall be transferred or reassigned involuntarily more than two grade levels over a two-year period commencing the school year immediately following a change in assignment.
8. A district designee will confer with teachers who are changing positions to discuss training and/or support needs. The district will provide training and/or support it deems necessary for teachers changing grade levels in elementary school or for those making significant content changes at the secondary level for up to one year. After conferring, a teacher may decline the opportunity for support or training if the individual believes he or she is appropriately prepared to assume his or her teaching responsibilities.

#### 4.10.3 ASSIGNMENTS

1. Employees may at any time indicate their preference for a specific program, subject(s) or grade level at their current building or work site. They may do so by submitting their preference to their Principal or other appropriate supervisor on the Assignment Preference form. If the request is for the next school year, the form shall be submitted to the Principal prior to February 1.
2. Employees requesting reassignment shall be reviewed and considered by the building or site administrator before new hires and transfers so long as the qualifications prescribed in 4.10.2 are met.
3. No employee shall be reassigned or involuntarily transferred in their retirement year, provided they have submitted irrevocable notice of their retirement to the Human Resources Department.

#### 4.10.4 POSTINGS

1. Postings will be sent electronically to the staff and Association President as far in advance of the date of filling a vacancy as possible, but in any event not less than twelve (12) days prior to filling of the opening. Provided that, if a vacancy occurs as a result of transferring an employee to fill the original vacancy, the District shall publicize the subsequent vacancy no later than seven (7) days prior to filling the vacancy.
2. The posting required above:

- a. Shall include, if known, the specific assignment, the qualifications for the position, and the procedure and deadline for applying.
  - b. During the school year, shall be emailed to the Association President and staff and placed on the Stanwood - Camano School District website.
  - c. During the summer break, job postings will be posted on the Stanwood - Camano School District website. Notice of postings shall be emailed to the Association President and to individuals who have expressed desire for said position by completion of the Transfer Request Form noted in 4.10.5.
3. The posting requirement contained herein shall not be required for any position to be filled by employees awaiting recall in accordance with the Layoff and Recall procedure contained herein.

#### 4.10.5 VOLUNTARY TRANSFERS

1. All transfer requests, not tied to specific postings, must be submitted to the Human Resources department no later than April 1. All transfers will be based on qualifications for the position.
2. An employee on a non-continuing contract or probationary status will not be considered for voluntary transfer.
3. Each building will accept a minimum of one (1) non-provisional employee transfer per academic year.
4. A qualified employee, who has submitted a transfer request as provided herein, shall be given first refusal for any vacancy unless the requirement in 4.10.5(4) has been satisfied. Provided that, if two or more qualified employees submit transfer requests for the same vacancy, then the principal shall choose who shall have first refusal for the vacancy.
5. The following procedure shall be used for voluntary transfers:

Requests for transfers by an employee to a vacancy will be submitted on the Transfer Request form as follows:

- A. If the request is that said transfer be effective for the following year and not specific to an advertised opening, such a request shall be submitted no later than April 1.
- B. Transfers tied to a specific posting must be submitted on the Transfer Request Form by the end of the posting deadline. If the request is for a specific posted position for the current school year, the employee shall specify same on the Transfer Request form and shall submit said form by the deadline contained on the posting. In the event a current continuing employee is selected for transfer,

said position shall be filled with a long-term substitute for the remainder of the school year.

C. Requests shall remain on file for one year from date of receipt by the Human Resources Department.

6. In the event that a transfer request is not granted, the Director of Human Resources shall notify the employee in writing of the reason(s) for not granting the request.

#### 4.10.6 INVOLUNTARY TRANSFER

1. Involuntary transfers shall be determined by seniority as defined in Section 7.10.4.
2. Employees identified for involuntary transfer shall be reviewed and considered first for any vacancy for which they qualify which becomes available for the school year immediately following the effective date of the transfer.
3. In the event that an employee is involuntarily transferred, training time or other preparation time required by the District will be provided for under the provision of a supplemental contract at the per diem rate of pay. Any such required training shall be at no cost to the employee.
4. Whenever possible, the District will give at least five (5) school days' written notice to the employee who is to be involuntarily transferred.

#### 4.11 CLASS/DUTY COVERAGE

Any employee who is unable to continue her/his regular classes or duties due to illness or other cause provided for in this Agreement will notify her/his immediate supervisor or the supervisor's designee immediately but shall not leave her/his teaching station until a qualified person is in attendance.

The employee will not be responsible for securing someone to cover his/her assignment.

When an employee is required to cover another teacher's class for all or part of a period of instruction, the covering employee will receive \$50 of compensation. A period at the elementary level shall be defined as fifty (50) minutes.

#### 4.12 ASSIGNMENT EXCHANGE

In accordance with the educational requirements of the District and the particular qualifications of the individual employees, two or more employees may make a written request by April 30th to the superintendent to temporarily exchange assignments. The superintendent shall grant the request or give written cause if such request is denied by May 31st. Such assignment exchanges when effected are temporary and at the end of such assignments the employees shall return to his or her regular assignments. Denial of an assignment exchange shall not be grievable beyond the School Board level.

#### 4.13 JOB SHARING

For the purpose of this agreement job sharing means the situation whereby two bargaining unit members voluntarily agree in writing to share one position that would normally be filled by one employee. Participation in a job share shall be subject to annual District approval and the District will determine the number of job sharing positions, if any, within the District for that year. The parties acknowledge and agree that while a job share arrangement may be desired by an employee, it is the priority of both the District and the Association to have a sound, consistent and cohesive educational program for the students.

#### Wages, Hours, and Working Conditions

- A. Job share partners shall be treated in the same manner as other part-time bargaining unit members with relation to compensation and benefits.
- B. Job-sharing certificated employees shall be given experience credit for advancement on the salary schedule based on the employee's FTE.
- C. Continuing contract employees who have been granted a job share may either resign the remaining portion of his/her FTE or apply for a leave of absence for the remaining portion of his/her FTE. If an employee wishes to continue a job share after one year, he/she must resign the leave portion of his/her assigned FTE. After one year the District is under no obligation to hold open the position a job share partner held before assuming a job share assignment. (For Leave of Association President see Section 5.9)
- D. Should a job sharing participant not be able to complete the job sharing situation for any reason, the district will deal with the situation according to the following priorities:
  - 1. First, offer full time employment to the remaining job sharing person;
  - 2. Second, seek a compatible replacement, with the remaining partner working full-time until the replacement can be found;
  - 3. Third, if the remaining partner is unable to assume the full-time responsibility until a replacement is found, a substitute will be identified to work until a replacement is found.

#### Application Procedures

Employees with satisfactory evaluations who have non-provisional continuing contracts with the District may apply for a job share assignment. Such application should be submitted as a team in writing to the building principal by April 1 of the preceding contract year and indicate the employees' desire to job share the ensuing school year. The proposed teaching combination must have the approval of the building principal and the Director of Human Resources.

Responsibilities of job share partners shall be divided and/or allocated according to a written plan designed by the job-share partners with the approval of their immediate supervisor. Items to be addressed in job sharing applications are set forth in Appendix C.

ARTICLE V  
LEAVES

SECTION 5.1 GENERAL LEAVE PROVISIONS

All leaves hereinafter provided for shall be without pay unless specifically stated otherwise. An employee who is on a valid leave under any specific leave provision shall not take leave under any other leave provision, to extend the total leave, without express approval from the Board.

SECTION 5.2 LEAVE FOR ILLNESS, INJURY AND EMERGENCIES

SECTION 5.2.1 ANNUAL LEAVE

All employees, as defined by this Agreement, shall be entitled to annual leave with compensation for illness, injury, family illness, and emergencies as follows, and not otherwise:

1. For such persons under contract with the school district for a full year, twelve (12) days;
2. For part-time employees, sick leave shall be granted, used and accumulated at the same rate as the ratio of time actually worked by such employees to the time actually worked by full-time equivalent employees bears to the twelve (12) days, (i.e. half-time employee would receive twelve-half days; 4/7-time employee would receive twelve 4/7ths days, etc.).
3. Compensation for any such leave actually taken shall be the same as the compensation such employee would have received had such employee not taken the leave as herein provided;
4. Any such leave not taken in any one year shall accumulate from year to year without limit and may be taken at any time during the school year for illness, injury, family illness, or emergency.
5. Unless impossible, the employee shall notify the District as soon as the leave is contemplated and, in any event, no later than two hours prior to the time the employee would otherwise commence the performance of his or her duties with the school district if such employee intends to take leave for illness, injury, family illness, or emergency.
6. Family illness shall be granted when such absence is required to care for a member of said employee's immediate family where such member of the employee's immediate family is unable to care for himself/herself and there is no other family member in a position to provide such adequate care.
7. For the purposes of Article 5, immediate family is defined as a parent, step-parent, parent-in-law, child, step-child, child-in-law, sibling, step-sibling, sibling-in-law, spouse/domestic partner, grandparent, grandchild, or any person if living in the same household of the employee. Any circumstance outside of this definition will be directed to Human Resources and considered on a case-by-case basis.

8. Following any return from such leave taken, the employee shall submit a written statement setting forth the inclusive dates of the leave taken, the reason or reasons why said leave was taken and the name or names of any physicians which may have been consulted in connection with said leave.
9. The District will comply with applicable state law regarding compensation for unused accumulated leave.

### 5.2.2 LEAVE SHARING PROGRAM

- A. Certificated employees may participate in the Stanwood-Camano School District Leave Sharing Program as regulated by state law and provided by Board policy.
- B. An employee shall be entitled to receive leave under this section if the employee's absence and the use of shared leave are justified because:
  1. the employee suffers from, or has an immediate family member suffering from an illness, injury, impairment, or physical or mental condition which is of an extraordinary or severe nature; or
  2. the employee has been called to the uniformed services; or
  3. a state of emergency has been declared anywhere within the United States by the federal or any state government and the employee has needed skills to assist in responding to the emergency or its aftermath and volunteers his or her services to either a governmental agency or to a nonprofit organization engaged in humanitarian relief in the devastated area, and the governmental agency or nonprofit organization accepts the employee's offer of volunteer services; or
  4. the employee is a victim of domestic violence, sexual assault, or stalking; or
  5. the employee needs the time for parental leave, as defined below; or
  6. the employee is sick or temporarily disabled because of pregnancy disability, as defined below; and
  7. the employee's illness, injury, impairment, condition, call to service, emergency volunteer service, or consequence of domestic violence, sexual assault, or stalking, has caused, or is likely to cause, the employee to go on leave without pay status, or terminate employment.
- C. An employee receiving such leave sharing transfer under paragraphs 1 and/or 2 above must have depleted or will shortly deplete his or her:
  - accumulated sick leave, if he or she qualifies under paragraph 1 above; or
  - paid military leave allowed under RCW 38.40.060 if he or she qualifies under paragraph 2 above.
- D. An employee receiving such leave sharing transfer under paragraphs 5 or 6 above must have depleted or will shortly deplete his or her accumulated sick leave. However, the employee is not required to deplete all of his or her sick leave and can maintain up to forty (40) hours of sick leave in reserve.

- E. For purposes of this section, “parental leave” as used in paragraph 5 above means leave to bond and care for a newborn child after birth or to bond and care for a child after placement for adoption or foster care, for a period of up to sixteen (16) weeks after the birth or placement.
- F. For purposes of this section, “pregnancy disability” means a pregnancy-related medical condition or miscarriage.
- G. Staff members receiving workers' compensation are not eligible to receive leave sharing.
- H. An employee needing leave days shall submit a request to the District. In the event the employee is unable to submit such written request, a designee may submit the request on behalf of the employee.
- I. The superintendent, or designee, shall determine the amount of leave, if any, which an employee may receive. A full-time employee shall not receive a total of more than one hundred eighty (180) days leave. Part-time employees shall not receive more than their pro-rata share.
- J. An employee who has accrued a sick leave balance of more than twenty-two (22) days may request a transfer of a specified amount of sick leave to another employee. In no event may such an employee request a transfer that would result in his or her sick leave account going below twenty-two (22) days.
- K. The donating employee will complete the District form on leave sharing and submit the completed form to the personnel office.
- L. While an employee is on leave, he or she shall receive the same treatment in respect to salary, wages, and employee benefits as the employee would normally receive if using accrued sick leave.
- M. Recipients must use accumulated donated hours on consecutive workdays unless recommended otherwise by a physician's statement and approved by the director of personnel.
- N. Transfer of leave shall not exceed the donating employee's requested amount.
- O. The value of the leave transferred shall be based upon the leave value of the person receiving the leave.
- P. Any leave transferred under this policy which remains unused shall be returned to the employee who donated the leave. To the extent administratively feasible, the unused leave which was transferred by more than one employee shall be returned on a prorata basis. For example, if three people each donate one hour to someone and only one of the three hours is used, two-thirds of one hour of leave would be returned to each donating employee.



### 5.2.3 PAID FAMILY MEDICAL LEAVE

- A. **Program Eligibility:** Employees will be provided Paid Family and Medical Leave (PFML) benefits as allowed by the Washington State Family and Medical Leave and Insurance Act. To qualify for PFML, employees must work 820 hours or more in the qualifying period and have a qualifying event. The qualifying period is defined as the first four (4) of the last five (5) completed calendar quarters starting from when the employee makes their claim for benefits. Qualifying events, eligibility, and amount of benefit are determined by the Employment Security Department (ESD). Weekends, holidays and school breaks that fall within an employee's PFML leave do not count toward the employee's PFML entitlement.
- B. **Premiums:** The District will pay the full PFML premium, including both the employer and employee portion.
- C. **Notification:** The District will annually notify employees about the benefits available under PFML. The District will provide eligible employees with a known qualifying event a written statement of their rights and the contact information for the Employment Security Department (ESD). If the leave is foreseeable, the employee must give their employer 30 days' notice per RCW 50A.15.030. The employee may file after the first missed day of work or once they are physically able. Employees are responsible to file claims with the Employment Security Department (ESD) and payments will come from ESD.
- D. **Use in Conjunction with FMLA and Sick and Personal Leave:** Employees may elect to use PFML prior to exhausting other leave options and will not be required to exhaust sick leave prior to accessing PFML. PFML may be used consecutively with the employee's other paid leave entitlements, at the employee's discretion. Employees may choose to use PFML consecutively with FMLA leave.

### SECTION 5.3 MATERNITY LEAVE

A maternity leave of absence, for a period not to exceed six (6) months, shall be granted without pay to a pregnant employee upon her confirmation of pregnancy. Except in cases of medical emergency, the employee shall have the following options provided the employee informs the District at least thirty (30) days prior to the date on which the leave is to begin, and of the approximate time she expects to return to work:

1. Only those employees with active teaching assignments and receiving compensation for work performed may take a maternity leave, as herein provided, without pay, for a period of up to six (6) consecutive months: provided the employee may utilize any accumulated sick leave within said period and not in addition; and provided further, that said leave shall be automatically extended, as necessary, to accommodate the employee's return at the beginning of a semester, or;

2. The employee may terminate her employment.

An employee who takes any portion of maternity leave and returns to work all within the same school year may save up to five (5) days of sick leave before going on leave without pay status.

A pregnant employee shall continue to work at her employment so long as she is adequately capable of performing the duties of her job. For such employees, all the employment rights shall be guaranteed upon return from maternity leave and reasonable effort will be made to return her to the same assignment, or to a reasonably equivalent position with at least equivalent compensation.

When an employee suffers a pregnancy loss, the employee is entitled up to five (5) days of leave with pay per occurrence, and otherwise without pay.

The provisions for maternity leave apply for paternity leave.

#### SECTION 5.4 ADOPTION LEAVE

The parties recognize that under certain circumstances, it may be necessary for an employee to take a leave of absence as an adoptive parent in order to provide the necessary initial care for the adopted child. Accordingly, the employee shall be granted a leave of absence, without pay, for a period not to exceed six (6) months, for the purpose of providing such initial care, upon confirmation of an interim order awarding custody of the adopted child or final decree of adoption. The employee shall have the following options, provided that as soon as possible and no later than thirty (30) days following any order allowing the employee custody of the adopted child, the employee shall notify the District as to which of said following options the employee intends to take, including the date of leave or termination and, if the employee intends to return to work with the District, the date that he or she will return to work:

1. The employee may take the adoption leave, as herein provided, without pay, for a period of up to six (6) consecutive months; provided that said leave shall be automatically extended, as necessary, to accommodate the employee's return at the beginning of a semester; or
2. The employee may terminate his or her employment with the District.  
For all employees returning to work following an adoption leave, all employment rights shall be guaranteed upon return and reasonable effort will be made to return said employee to his or her former position, or to a reasonably equivalent position with at least equivalent compensation.

Adoption leaves, as herein provided for, shall be allowed to employees for placement with the employee of a son or daughter for adoption. For purposes of leave taken for adoption, son or daughter means an adopted child who is either under age 18, or age 18 or older and incapable of self-care because of mental or physical disability at the time the leave is to commence.

### SECTION 5.5 PERSONAL LEAVE

An employee shall be granted up to four (4) full days of leave per year with pay for personal reasons. An employee may accumulate up to a maximum of six (6) days of leave at any given time.

No more than ten (10) percent of employees per building shall be granted personal leave for the same day. When a school site has less than 10 employees, a maximum of one (1) employee may be granted personal leave for the same day. It shall be the responsibility of the District to immediately notify an employee requesting personal leave if the ten (10) percent employee limitation has been exceeded. Failure to so notify by the District shall be construed as a granting of said leave.

### SECTION 5.6 BEREAVEMENT LEAVE

Bereavement leave, for up to five (5) days per occurrence with pay, and otherwise without pay, shall be allowed as required in accordance with the following:

- A. When an employee's immediate family member or other close relative dies, the employee is entitled up to five (5) days per occurrence; and,
- B. When an employee's other relative or close friend dies, the employee is entitled up to two (2) days per occurrence.

### SECTION 5.7 JURY DUTY AND SUBPOENA LEAVE

Leaves of absence with pay shall be granted for jury duty, as required by law. The teacher shall notify the District when notification to serve on jury duty is received.

Leave of absence with pay shall be granted when a teacher is subpoenaed to appear in a court of law on a school related issue.

Leave of absence without pay shall be granted when a teacher is subpoenaed to appear in court of law on a non-related school issue.

### SECTION 5.8 MILITARY LEAVE

Every employee who is a member of the Washington National Guard or the Army, Navy, Air Force, Coast Guard, or Marine Corps Reserve of the United States, or of any organized Reserve or Armed Forces of the United States shall be entitled to and shall be granted military leave of absence from employment for a period not exceeding twenty-one (21) days during each year, beginning on October 1<sup>st</sup> and ending the following September 30<sup>th</sup>. Such leave shall be granted in order that the employee may take part in active duty training in such manner and at such times as he or she may be ordered to active duty training. Such military leaves of absence shall be in

addition to any other paid leave to which the employee might otherwise be entitled, and shall not involve any loss of privileges or pay.

It shall be the duty of all employees who may be ordered to take part in active duty training from time to time pursuant to the above leave policy to make every effort to schedule such training during the non-academic school year and/or non-working hours and to notify the District, as soon as known, of the dates of any leave anticipated under this provision. It shall further be the duty of each employee taking military leave to supply the District with a statement of his earnings from the military while on such leave.

#### SECTION 5.9 ATTENDANCE AT MEETINGS AND CONFERENCES

Employees who are authorized in advance by the Board or its designee to attend meetings, conferences, symposiums and seminars, as a district representative, shall be afforded leave for attendance thereat, with no loss of pay and the District shall reimburse said employee for actual travel expenses incurred at the current Internal Revenue Service (IRS) rate per mile.

#### SECTION 5.10 ASSOCIATION LEAVE

The Association shall be allowed unlimited employee days per year with pay, for the transaction of official association business stemming from or related to the local bargaining relationship, including but not limited to conferences and negotiations with the employer, contract administration and maintenance investigation of grievances, preparation for and participation in grievance arbitration hearings; provided that the Association shall reimburse the District for the cost of substitutes required to maintain and continue the District's program as a result of any employee leaves taken pursuant to this provision. No member shall be absent for Association Leave more than 15 days in a school year unless the district and Association agree to increase that amount. Attendance at labor-management meetings and school board meetings will not count toward an individual's maximum number of allowable Association Leave days.

Those eligible for such leave are at the sole discretion of the Stanwood-Camano Education Association President and require his/her written approval for each leave request. The Association will notify the District as soon as possible prior to any leave being taken.

If the District's authority to grant Association leave is challenged and the District is required by a court of law to collect an additional amount from the Association for services lost during Association leave, the Association agrees to reimburse the District the amount required and to bear the cost of any legal defense of this provision; provided, however, that the Association shall have the right to select the attorney(s) responsible for litigating, on behalf of the District, any challenge to this provision.

The District shall make appropriate leave provisions for officers of the Association to carry out activities necessary for the organization to fulfill its legal responsibility of bargaining representative of employees. The District and the Association recognize that these leave provisions for association officers are provided to meet the organization's representation

responsibilities. Financial arrangements for this leave shall be consistent with the provisions of chapter 41.59 RCW.

Leave Provisions for Officers:

- A. The president of the Association shall be provided leave for the school years for which he/she is elected, without loss of salary, stipend, or fringe benefits, subject to full reimbursement to the District.
- B. At a mutually agreed upon date following election to office, the incoming president-elect for the ensuing school year shall be provided leave for the remainder of the school year, without loss of salary, stipend, or fringe benefits, subject to full reimbursement to the District.
- C. Bargaining Unit employees, who were or are elected to serve as president of the Association in a full time or regular part time position, shall be granted a leave of absence for the duration of their term of office. The Association shall notify the District in writing and request such leave of absence on behalf of the employee(s). The District shall make retirement contributions on said employee in accordance with applicable laws and regulations contingent upon being fully reimbursed by the Association. Presidents who are granted a leave of absence in accordance with this paragraph of the Collective Bargaining Agreement shall retain their seniority rights and shall be entitled to a salary increment if they would have otherwise been eligible for such advancement on the salary schedule and any other contractual considerations granted to other employees covered by the Collective Bargaining Agreement.

The president of the Association who has been provided leave pursuant to Chapter 41.59 RCW shall resume duties with the District at the conclusion of the term of office, unless re-elected to the same office. Upon return to duty, the president who has been released shall be given the same job assignment as last held, if possible, or, in the alternative, the employee shall be assigned to a substantially equivalent assignment. The president shall retain the same position on the salary schedule and receive an increment if eligible and not already at the maximum salary lane. The District agrees to maintain accumulated sick/emergency leave, retirement, and seniority rights for the president during the period of leave.

The cost of daily rate substitutes for District staff members released for short terms to serve as consultants to, or representatives for, the Association shall be reimbursed to the District by the Association.

#### SECTION 5.11 OTHER LEAVES

Upon application to the Board, an employee, at the sole discretion of the Board, may be granted up to one (1) year leave of absence without pay for the purpose of study, travel, recuperation, work in a professionally-related field, or other approved activities, at the discretion of the Board.

Upon return from such leave the employee shall be given the same job assignment as last held, if possible, or, in the alternative, the employee shall be assigned to a substantially equivalent assignment. Employees on leave pursuant to the provisions hereof may, at the discretion of the Board, be granted an extended leave not to exceed two (2) additional years. The employee must

inform the District by April 1 of the year they are taking leave of the intent to return, resign, or request an additional year of leave without pay.

### SECTION 5.12 EMPLOYEE IMMUNIZATIONS

The District may request proof of immunizations from its employees. Once immunization records have been provided to the District, such records shall be on file at the District office.

The District will assist staff by:

1. Maintaining an accurate database containing immunization records and/or immunization proof, and
2. Providing annual notification to all staff regarding immunization record status, and
3. Providing annual notification of potential workplace exclusion in the event of an outbreak of a vaccine-preventable disease to all staff who have incomplete or missing immunization documentation or history and those who have indicated a bona fide religious objection to or medical exemption from the necessary immunization
4. Providing notification to all new employees, upon hiring, of potential workplace exclusion as outlined in number three (3) above.

Neither the District nor a certified/licensed health officer can compel an employee to be immunized prior to or after the outbreak of a disease.

Any employee who is recommended for exclusion from his/her work site by a public health or other agency related to an outbreak of a vaccine-preventable disease and has submitted to the District documentation concerning his/her immunization history claiming either a bona fide religious objection to or medical exemption from the necessary immunization may utilize his/her applicable leave as follows:

- Employees with a documented medical exemption may utilize sick leave and/or personal leave.
- Employees with a bona fide religious exemption may utilize emergency and/or personal leave.

## ARTICLE VI SALARIES, STIPENDS AND BENEFITS

### SECTION 6.1 SALARY PAYMENT

All salaries shall be paid in accordance with the employee's placement on the salary schedule. Advancement and placement on the salary schedule shall be guided by the rules of OSPI (Office of the Superintendent of Public Instruction), this Agreement, and be consistent with the laws of the state of Washington.

1. Additional salary improvements, if any, shall be provided to the extent of explicit authorization and specific salary funding therefore, so long as such improvement is allowed by law and in keeping with all compliance requirements. Any adjustments

affecting individuals covered by this Agreement will be made as soon as feasible after information is available.

2. If the District is determined to be out of compliance with state law, as a result of granting any increase, the salaries of District instructional certificated personnel shall be adjusted to comply with the requirements of state law. In such a situation the District and Association shall meet and consult.
3. Article VI Section 6.1 shall be opened for negotiations if the present salary limitation laws are voided as applied to school districts by a final and binding court decision or legislative action.
4. Section 6.1 numbers 1-5 and number 7 will be reopened annually for negotiations.
5. It is the intent of the District to provide the maximum funds for salary for certificated instructional staff as authorized and funded by the legislature.
6. Each cell in the salary schedule will be increased as follows and shall be indicated accordingly on the combined salary schedule included in Section 6.2:

- 2021-2022: IPD+2% (Total 4%)
- 2022-2023: IPD+2% (Actual IPD\*+2%)
- 2023-2024: IPD+2% (Actual IPD\*+2%)

\*In the event that the Washington State Legislature fails to fully fund the annual salary inflationary increase provided for in RCW 28A.400.205 in the amount of the Implicit Price Deflator (IPD), the District will still provide the calculated IPD up to 2%. If the IPD is greater than 2%, the District will provide a salary increase equal to the IPD percentage that is funded by the state but not less than 2%. The 2022-23 and 2023-24 will be included in Section 6.2 as the IPD is determined.

7. The hourly per diem rate of pay for full time employees shall be determined by dividing the employee's base salary by 180 days, then by 7 hours. For less than full time employees the hourly rate shall be determined by dividing the employee's annual salary by the number of days in their contract, then by the number of hours per day for which they are contracted.

#### SECTION 6.2 SALARY PAYMENT PROVISIONS

All certificated employees shall be paid in twelve (12) equal monthly installments. All certificated employees shall receive their payroll warrant on the last working day of each month or when the state apportionment is not available (on the last workday of the month); the employee shall receive their warrant on the last business day of the month. In the event of mistake in payment, the following rule shall apply.

- A. In the event of underpayment, correction will be made on or before the 10th day of the following month, provided the District is notified by the 5th of the month, otherwise on the following paycheck.
- B. In the event of overpayment, reimbursement to the District will be taken from the second check following the notification; provided that if there is none, it shall be deducted from the check.
- C. If overpayment amounts to 30% or more of an employee's check, deduction may be prorated over a 4-month period, provided the employee remains so long employed; otherwise, subparagraph B will apply.



**STANWOOD-CAMANO SCHOOL DISTRICT #401  
COMBINED SALARY SCHEDULE 2021-22**

STEP		BA + 0	BA + 15	BA + 30	BA + 45	BA + 90	BA + 135	MA	MA + 45	MA + 90
0	BASE	54,144	55,606	57,121	58,640	63,511	66,650	64,913	69,786	72,927
	CURR	1,203	1,236	1,269	1,303	1,411	1,481	1,443	1,551	1,621
	TRI	4,813	4,943	5,077	5,212	5,645	5,924	5,770	6,203	6,482
	TOTAL	60,160	61,784	63,468	65,155	70,568	74,056	72,125	77,540	81,030
1	BASE	54,873	56,355	57,890	59,475	64,398	67,519	65,635	70,559	73,678
	CURR	1,219	1,252	1,286	1,322	1,431	1,500	1,459	1,568	1,637
	TRI	4,878	5,009	5,146	5,287	5,724	6,002	5,834	6,272	6,549
	TOTAL	60,970	62,617	64,322	66,083	71,554	75,022	72,928	78,399	81,864
2	BASE	55,567	57,064	58,615	60,321	65,232	68,385	66,361	71,270	74,425
	CURR	1,235	1,268	1,303	1,340	1,450	1,520	1,475	1,584	1,654
	TRI	4,939	5,072	5,210	5,362	5,798	6,079	5,899	6,335	6,616
	TOTAL	61,741	63,405	65,128	67,023	72,480	75,983	73,734	79,189	82,694
3	BASE	56,283	57,793	59,361	61,123	66,023	69,252	67,050	71,945	75,178
	CURR	1,251	1,284	1,319	1,358	1,467	1,539	1,490	1,599	1,671
	TRI	5,003	5,137	5,277	5,433	5,869	6,156	5,960	6,395	6,683
	TOTAL	62,537	64,215	65,957	67,914	73,359	76,947	74,500	79,939	83,531
4	BASE	56,984	58,562	60,139	61,961	66,890	70,143	67,772	72,700	75,957
	CURR	1,266	1,301	1,336	1,377	1,486	1,559	1,506	1,616	1,688
	TRI	5,065	5,205	5,346	5,508	5,946	6,235	6,024	6,462	6,752
	TOTAL	63,316	65,069	66,821	68,845	74,323	77,937	75,303	80,778	84,396
5	BASE	58,229	59,828	61,435	63,376	68,330	71,680	69,124	74,080	77,427
	CURR	1,294	1,330	1,365	1,408	1,518	1,593	1,536	1,646	1,721
	TRI	5,176	5,318	5,461	5,633	6,074	6,372	6,144	6,585	6,882
	TOTAL	64,699	66,476	68,261	70,418	75,923	79,644	76,804	82,311	86,030
6	BASE	58,980	60,544	62,207	64,245	69,176	72,542	69,882	74,814	78,178
	CURR	1,311	1,345	1,382	1,428	1,537	1,612	1,553	1,663	1,737
	TRI	5,243	5,382	5,529	5,711	6,149	6,448	6,212	6,650	6,949
	TOTAL	65,533	67,271	69,118	71,384	76,862	80,602	77,647	83,126	86,864
7	BASE	60,302	61,889	63,573	65,722	70,726	74,186	71,303	76,305	79,767
	CURR	1,340	1,375	1,413	1,460	1,572	1,649	1,585	1,696	1,773
	TRI	5,360	5,501	5,651	5,842	6,287	6,594	6,338	6,783	7,090
	TOTAL	67,002	68,766	70,636	73,024	78,584	82,428	79,226	84,784	88,630
8	BASE	62,235	63,910	65,634	67,960	73,032	76,618	73,540	78,612	82,198
	CURR	1,383	1,420	1,459	1,510	1,623	1,703	1,634	1,747	1,827
	TRI	5,532	5,681	5,834	6,041	6,492	6,811	6,537	6,988	7,306
	TOTAL	69,150	71,012	72,927	75,511	81,147	85,132	81,711	87,346	91,331
9	BASE	62,235	66,001	67,812	70,222	75,412	79,120	75,800	80,992	84,702
	CURR	1,383	1,467	1,507	1,560	1,676	1,758	1,684	1,800	1,882
	TRI	5,532	5,867	6,028	6,242	6,703	7,033	6,738	7,199	7,529
	TOTAL	69,150	73,335	75,347	78,024	83,792	87,911	84,222	89,991	94,113
10	BASE	62,790	66,591	70,641	73,248	78,554	82,421	78,877	84,185	88,049
	CURR	1,395	1,480	1,570	1,628	1,746	1,832	1,753	1,871	1,957
	TRI	5,581	5,919	6,279	6,511	6,983	7,326	7,011	7,483	7,827
	TOTAL	69,767	73,990	78,490	81,387	87,283	91,579	87,641	93,539	97,832
11	BASE	62,790	66,591	70,641	75,718	81,138	85,084	81,347	86,769	90,712
	CURR	1,395	1,480	1,570	1,683	1,803	1,891	1,808	1,928	2,016
	TRI	5,581	5,919	6,279	6,730	7,212	7,563	7,231	7,713	8,063
	TOTAL	69,767	73,990	78,490	84,131	90,154	94,538	90,385	96,410	100,791
12	BASE	62,790	66,591	70,641	78,108	83,793	87,855	83,914	89,423	93,486
	CURR	1,395	1,480	1,570	1,736	1,862	1,952	1,865	1,987	2,077
	TRI	5,581	5,919	6,279	6,943	7,448	7,809	7,459	7,949	8,310
	TOTAL	69,767	73,990	78,490	86,786	93,104	97,616	93,237	99,359	103,873
13	BASE	62,790	66,591	70,641	78,108	86,513	90,695	86,571	92,142	96,324
	CURR	1,395	1,480	1,570	1,736	1,923	2,015	1,924	2,048	2,141
	TRI	5,581	5,919	6,279	6,943	7,690	8,062	7,695	8,190	8,562
	TOTAL	69,767	73,990	78,490	86,786	96,126	100,773	96,190	102,380	107,027
14	BASE	62,790	66,591	70,641	78,108	89,244	93,643	89,305	95,054	99,272
	CURR	1,395	1,480	1,570	1,736	1,983	2,081	1,985	2,112	2,206
	TRI	5,581	5,919	6,279	6,943	7,933	8,324	7,938	8,449	8,824
	TOTAL	69,767	73,990	78,490	86,786	99,160	104,047	99,227	105,616	110,302
15	BASE	63,346	67,181	71,265	78,799	92,377	96,929	92,437	98,388	102,754
	CURR	1,408	1,493	1,584	1,751	2,053	2,154	2,054	2,186	2,283
	TRI	5,631	5,972	6,335	7,004	8,211	8,616	8,217	8,746	9,134
	TOTAL	70,385	74,645	79,183	87,555	102,642	107,699	102,707	109,320	114,172
16	BASE	63,346	67,181	71,265	78,799	94,224	98,866	94,286	100,354	104,810
	CURR	1,408	1,493	1,584	1,751	2,094	2,197	2,095	2,230	2,329
	TRI	5,631	5,972	6,335	7,004	8,376	8,788	8,381	8,920	9,316
	TOTAL	70,385	74,645	79,183	87,555	104,694	109,851	104,762	111,505	116,455

## SECTION 6.3 PROVISIONS GOVERNING EMPLOYEE SALARY SCHEDULE

### 6.3.1 PLACEMENT OF BEGINNING TEACHERS ON THE SCHEDULE

All beginning teachers' salaries shall commence no lower than Step BA-0 (1.000) on the salary schedule.

Approved credits, for purposes of educational increments, shall be credits earned from an accredited college or university as undergraduate or graduate credit, subsequent to receiving a BA (Bachelor's) Degree. No employee, who has been initially rated, prior to August 31, 1978, shall be rerated for placement on the Salary Schedule, except in the case of a clerical error relating to a provisional employee during the 1978-79 school year.

### 6.3.2 INITIAL RATING

The initial rating on the salary schedule is determined by the following criteria:

1. To qualify for placement on a salary schedule, official transcripts of all college or university work must be submitted and be filed in the office of the superintendent. Classification on the schedule is for a full school year.
2. Credit shall be granted for each full year of contracted service. When partial year experience equals or exceeds 0.5 of a year of experience, such experience shall be rounded to the next full year. Employees rated prior to September 1, 1989, shall be grandfathered, provided that, subsequent experience shall comply herewith.
3. Credits must be earned prior to September 15 to be used in salary calculations for that year. All approved credits earned after September 15 will be used for the following academic year's salary calculations.
4. In the 2019-20 school year, experience for ESA certificated staff shall include up to 5 years of experience in other non-school professional positions as speech-language pathologists, occupational therapists, physical therapists, counselors, nurses, and psychologists. Beginning with the 2020-21 school year, experience for ESA certificated staff shall include all experience in other non-school professional positions as speech-language pathologists, occupational therapists, physical therapists, counselors, nurses, and psychologists. For such non-school experience, one (1) year of service in a non-school position shall be counted as one (1) year of service.

### 6.3.3 INDEX

Increments for experience and education will be in accordance with the index shown on the salary schedule, provided that after the employee's initial position is established on the schedule, only subsequent experience and credits will be allowed thereafter for advancement on the salary schedule.

#### 6.3.4 CERTIFICATE AND DEGREE REQUIREMENTS

No teacher shall be employed who does not hold an effective teachers certificate or other certificate required by law or the State Board of Education for the position for which the employee is employed and to continue employment thereafter they shall keep such certification in effect. The Bachelor's Degree (BA) post on the salary schedule is reached only when the Bachelor's Degree has been formally granted to the employee by an accredited college or university.

Vocational employees moving to non-vocational assignments become exempt for the non-vocational portion of their assignment until returning to a vocational assignment. Vocational employees adversely effected by this section will be notified no later than May 1 of the year prior to the expiration of their vocational certificate. Notice will also be given on or before October 1 of the school year of expiration.

If the only impediment to receipt of a vocational certificate is failure to "sign off" by the local vocational committee, the provisions of this section do not apply.

#### 6.3.5 EDUCATION CREDITS

- A. Education credits will be granted for university and college work in a field related to the employee's work assignments earned subsequent to the Bachelor's (BA) Degree, provided that, any credits accepted by the office of the Superintendent of Public Instruction (OSPI) towards a continuing teacher certificate shall be granted towards salary schedule advancement. College credits for advancement on the salary schedule will be accepted from an accredited four-year-degree-granting institution, accredited universities, and for accredited community colleges, so long as they otherwise comply herewith. District approved in-service credits shall be applied regardless of degree status (but only to the extent such credits were earned after August 31, 1981).

When in the sole judgment of the superintendent, there is a reasonable doubt as the relevance of the course work, a statement showing the relationship of the college or university work to the employee's work assignment(s) shall be required from the employee who is seeking advancement on the salary schedule. If in the judgment of the superintendent the course work as defined above is not substantially relevant, the credit for advancement shall be denied. Denial of acceptance of credit for salary advancement shall be subject to the grievance procedure set forth in this Agreement.

- B. Credit for education experience shall be given automatically when evidence of such credit is filed with the District. Such evidence should be in the form of official college transcripts or grade reports and shall be filed with the District's business office no later than October 1. If, for some circumstance beyond the control of the teacher, the college transcripts or grade reports are not available and the District has been advised in writing by the college prior to October 1, of the credits, the teacher shall be granted the allowance for credit. The District will circulate, to the staff, notices of available, accredited college

courses throughout the year to be held in this District or in surrounding districts, when provided to the District by the colleges.

C. Inservice education credits shall be given automatically for board-approved educational activities voluntarily entered into by a teacher for the purpose of strengthening his/her competencies, in accordance with the following:

1. One (1) education credit shall be granted for each ten (10) hours of formal class, laboratory or in-service participation.
2. One (1) education credit shall be granted for workshops involving ten (10) hours of actual workshop time.

D. Continuing education credits (clock hours) recognized and approved by the Office of the Superintendent of Public Instruction (OSPI) for salary allocation shall be accepted for advancement on the salary schedule.

**6.3.6 EXPERIENCE CREDITS**

Credit shall be given for experience on the basis of one (1) year increment for each year actually taught, provided no employee shall be entitled to more than one (1) year increment for experience in any one year. Each employee of the District who works less than the full work day shall receive experience credit equivalent to the quotient to the nearest thousandth obtained by dividing that part of the day worked by the full work day. Each employee of the District who works less than the full work year shall receive experience credit equivalent to the quotient to the nearest thousandth obtained by dividing that part of the year worked by the full work year.

For purposes of annual placement on the salary schedule the employee's total experience credit shall be rounded.

Employees granted experience credit prior to September 1, 1989, shall be grandfathered, provided that, subsequent experience credit shall comply herewith.

Examples (.5 rounds up):

1.	Year One	.7 FTE = 1 year exp	.4 FTE = 0 year exp
2.	Year Two	<u>.7 FTE</u> 1.4 FTE = 1 year exp	<u>.4 FTE</u> .8 FTE = 1 year exp
3.	Year Three	<u>.7 FTE</u> 2.1 FTE = 2 years exp	<u>.4 FTE</u> 1.2 FTE = 1 year exp
4.	Year Four	<u>.7 FTE</u> 2.8 FTE = 3 years exp	<u>.4 FTE</u> 1.6 FTE = 2 years exp
5.	Year Five	<u>.7 FTE</u> 3.5 FTE = 4 years exp	<u>.4 FTE</u> 2.0 FTE = 2 years exp

### 6.3.7 OUT-OF-STATE EXPERIENCE CREDIT

Employees hired from out-of-state shall be given the same experience credit as those hired within the state or those presently working for the District, based upon actual certificated work experience or equivalence.

## SECTION 6.4 PART-TIME SALARIES

Employees who are assigned to teach regularly, under contract, less than full-time shall be compensated in accordance with their placement on the salary schedule on the basis of the ratio of any such employee's assigned work time to the amount of work time assigned to full-time employees.

### 6.4.1 SUBSTITUTES

Substitutes who are employed by the District shall receive the following salary and benefits:

- A. The daily rate of pay shall be \$190 per day (\$95 per half day). The rate of pay shall be \$65 per 2-hour substitute.
- B. Leave Replacement - a teacher replacing another teacher who is on leave of at least thirty (30) days will receive full contract protection except for sections 6.9.1 Tuition Reimbursement and 7.10 Layoff and Recall. On day one (1) the Leave Replacement employee shall be placed on the salary schedule subject to Section 6.3.2 for the duration of his/her employment as a Leave Replacement employee. Leave Replacement will be provided for under the provision of a supplemental contract.
- C. Any substitute who is employed under A will be covered by Article I, Article IV, Article VI (except Section 6.9.1 Tuition Reimbursement), Article VII (except Section 7.10, Layoff and Recall) and Article IX.
- D. Substitutes who have any form of regular certificate (not emergency) will be given priority of assignment before any substitute with an emergency certificate.

## SECTION 6.5 CURRICULUM DEVELOPMENT STUDY/COMMITTEE COMPENSATION

Employees who serve on curriculum development groups outside the regular work school year/day shall be paid at per diem rate for the life of this Agreement.

### 6.6.1 OPEN HOUSE/CURRICULUM NIGHT

Employees will work one Open House or Curriculum Night outside the regular work year/day and shall receive compensatory time as scheduled through their building principal, except for reasons of leave in this contract.

### 6.6.2 KINDERGARTEN REGISTRATION NIGHT

Employees who work Kindergarten Registration Night shall receive compensatory time as scheduled through their building principal, except for reasons of leave in this contract.

### 6.6.3 FAMILY EVENTS

Each designated certificated employee who organizes family events that take place outside the contracted day shall be compensated at his/her per diem rate of pay for one (1) hour of planning and/or set-up for each event. In addition, each such employee shall be compensated at his/her per diem rate of pay for up to two (2) hours for the time spent at the event(s). Employees must complete and submit a timesheet for pay. Family events for the purposes of this Section shall not include Open House, Curriculum Night, or Kindergarten Registration Night.

Other certificated employees who are requested by an administrator to attend such family events shall receive compensatory time as scheduled through their building principal, except for reasons of leave in this contract.

### SECTION 6.7 CO-CURRICULAR SCHEDULE

All District specified co-curricular activity positions shall require a teaching certificate and shall be paid to the employee assigned thereto as follows for each year specified:

#### Activity Salary Schedule Regulations

- A. Stipends shall increase 2% for each year of the contract.
- B. Experience steps shall be determined by adding the number of years of experience in the same activity.
- C. Assistant coaches, assistant coordinators, or assistant advisors shall receive 70% of the equivalent head coach's, main coordinator's, or advisor's stipend.
- D. Nonconsecutive experience in the same activity shall count.
- E. An additional stipend shall be paid for post-season time. Post-season time is the advancement of individuals or teams beyond the normal season (League, District, Regional, and State). Each post-season weekly stipend shall be the season stipend divided by the number of weeks in the regular season multiplied by the following percentage:

1 to 5 participants	70%
6 or more participants	100%

STANWOOD-CAMANO SCHOOL DISTRICT								
2021-22 ACTIVITY SCHEDULE								
ACTIVITY	STEP 1	STEP 1	STEP 1	STEP 2	STEP 2	STEP 3	STEP 3	STEP 4
	0 YEARS	1 YEAR	2 YEARS	3 YEARS	4 YEARS	5 YEARS	6 YEARS	7+ YEARS
ACTIVITIES/CLUB (ES)(MS)	\$4,542							
3RD GRADE READING CHALLENGE	\$760	\$760	\$760	\$792	\$792	\$825	\$825	\$859
5TH GRADE COUNCIL	\$607	\$607	\$607	\$632	\$632	\$659	\$659	\$686
ANNUAL (ES)	\$760	\$760	\$760	\$788	\$788	\$820	\$820	\$859
ANNUAL (HS)	\$3,705	\$3,705	\$3,705	\$3,854	\$3,854	\$4,007	\$4,007	\$4,168
ANNUAL (MS)	\$1,755	\$1,755	\$1,755	\$1,826	\$1,826	\$1,902	\$1,902	\$1,975
ART COORDINATOR (ES)	\$190	\$190	\$190	\$197	\$197	\$207	\$207	\$220
ART HONOR SOCIETY	\$1,755	\$1,755	\$1,755	\$1,826	\$1,826	\$1,901	\$1,901	\$1,976
ASB (HS)	\$2,878	\$2,878	\$2,878	\$2,992	\$2,992	\$3,112	\$3,112	\$3,238
ASB (MS)	\$2,015	\$2,015	\$2,015	\$2,095	\$2,095	\$2,178	\$2,178	\$2,266
ASSESSMENT COORDINATOR	\$1,044	\$1,044	\$1,044	\$1,083	\$1,083	\$1,127	\$1,127	\$1,173
CAFETERIA DUTY	\$3,877	\$3,877	\$3,877	\$4,033	\$4,033	\$4,194	\$4,194	\$4,362
CHEMICAL HYGIENE OFFICER	\$2,665	\$2,665	\$2,665	\$2,771	\$2,771	\$2,882	\$2,882	\$2,998
CHESS TEAM (HS)	\$2,679	\$2,679	\$2,679	\$2,786	\$2,786	\$2,900	\$2,900	\$3,016
CHOIR (HS)	\$3,893	\$3,893	\$3,893	\$4,054	\$4,054	\$4,217	\$4,217	\$4,381
CLASS ADVISOR (FRESH, SOPH, JR)	\$760	\$760	\$760	\$788	\$788	\$820	\$820	\$859
CLASS ADVISOR (SENIOR)	\$1,740	\$1,740	\$1,740	\$1,807	\$1,807	\$1,880	\$1,880	\$1,958
DANCE TEAM	\$4,499	\$4,499	\$4,499	\$4,679	\$4,679	\$4,868	\$4,868	\$5,063
DEBATE TEAM	\$3,508	\$3,508	\$3,508	\$3,652	\$3,652	\$3,799	\$3,799	\$3,948
DEPT. CHAIR/LEADERSHIP TEAM	\$2,878	\$2,878	\$2,878	\$2,991	\$2,991	\$3,112	\$3,112	\$3,235
DRAMA (HS) FALL	\$2,706	\$2,706	\$2,706	\$2,814	\$2,814	\$2,926	\$2,926	\$3,041
DRAMA (HS) SPRING	\$4,500	\$4,500	\$4,500	\$4,685	\$4,685	\$4,870	\$4,870	\$5,063
DRAMA (MS)	\$3,533	\$3,533	\$3,533	\$3,674	\$3,674	\$3,820	\$3,820	\$3,973
DRAMA ASSISTANT (MS)	\$2,473	\$2,473	\$2,473	\$2,571	\$2,571	\$2,674	\$2,674	\$2,782
ELEMENTARY SCIENCE COORDINATOR	\$875	\$875	\$875	\$908	\$908	\$946	\$946	\$985
GSA (HS/MS)	\$760	\$760	\$760	\$792	\$792	\$825	\$825	\$859
HI-Q	\$3,893	\$3,893	\$3,893	\$4,053	\$4,053	\$4,215	\$4,215	\$4,381
HISTORY DAY CLUB	\$3,802	\$3,802	\$3,802	\$3,953	\$3,953	\$4,112	\$4,112	\$4,276
HONOR SOCIETY	\$1,755	\$1,755	\$1,755	\$1,826	\$1,826	\$1,901	\$1,901	\$1,976
INSTRUMENTAL MUSIC (HS)	\$6,606	\$6,606	\$6,606	\$6,873	\$6,873	\$7,149	\$7,149	\$7,436
INSTRUMENTAL/CHORAL (ES)	\$1,639	\$1,639	\$1,639	\$1,796	\$1,796	\$1,967	\$1,967	\$2,155
INSTRUMENTAL/CHORAL (MS)	\$1,639	\$1,639	\$1,639	\$1,796	\$1,796	\$1,967	\$1,967	\$2,157
INTRAMURAL(HS)	\$6,606	\$6,606	\$6,606	\$6,873	\$6,873	\$7,149	\$7,149	\$7,436
INTRAMURAL(MS)	\$4,940	\$4,940	\$4,940	\$5,141	\$5,141	\$5,345	\$5,345	\$5,560
KNOWLEDGE BOWL	\$1,755	\$1,755	\$1,755	\$1,826	\$1,826	\$1,901	\$1,901	\$1,976
LEAD NURSE	\$1,500	\$1,500	\$1,500	\$1,559	\$1,559	\$1,623	\$1,623	\$1,688
LINK CREW (HS)	\$2,686	\$2,686	\$2,686	\$2,793	\$2,793	\$2,907	\$2,907	\$3,021
MARCHING BAND	\$3,312	\$3,312	\$3,312	\$3,444	\$3,444	\$3,583	\$3,583	\$3,727
MARCHING BAND ASST	\$2,319	\$2,319	\$2,319	\$2,412	\$2,412	\$2,507	\$2,507	\$2,608
MATH TEAM	\$1,755	\$1,755	\$1,755	\$1,826	\$1,826	\$1,901	\$1,901	\$1,976
MUSICAL DIRECTOR (HS)	\$3,059	\$3,059	\$3,059	\$3,181	\$3,181	\$3,310	\$3,310	\$3,440
NAGO	\$2,815	\$2,815	\$2,815	\$2,928	\$2,928	\$3,045	\$3,045	\$3,167
NATIONAL ENGLISH HONOR SOCIETY	\$1,720	\$1,720	\$1,720	\$1,791	\$1,791	\$1,863	\$1,863	\$1,937
NEWSPAPER (HS)	\$2,705	\$2,705	\$2,705	\$2,814	\$2,814	\$2,926	\$2,926	\$3,042
OUTDOOR ED. CAMP SUPERVISOR (ES)	\$964	\$964	\$964	\$1,004	\$1,004	\$1,046	\$1,046	\$1,090
PATROL (ES/MS)	\$1,755	\$1,755	\$1,755	\$1,826	\$1,826	\$1,901	\$1,901	\$1,976
SCIENCE CLUB (MS)	\$961	\$961	\$961	\$996	\$996	\$1,037	\$1,037	\$1,079
SCIENCE TEAM (MS/HS)	\$3,803	\$3,803	\$3,803	\$3,949	\$3,949	\$4,108	\$4,108	\$4,275
TECHNOLOGY COORDINATOR	\$7,649	\$7,649	\$7,649	\$7,956	\$7,956	\$8,280	\$8,280	\$8,607
VOICE OF DEMOCRACY	\$760	\$760	\$760	\$788	\$788	\$820	\$820	\$859

The District agrees to negotiate with the Association for the amount of any stipend to be paid in connection with any District specified co-curricular activities not herein provided for at such time as the District requires an employee to supervise same.



STANWOOD-CAMANO SCHOOL DISTRICT								
2022-23 ACTIVITY SCHEDULE								
ACTIVITY	STEP 1	STEP 1	STEP 1	STEP 2	STEP 2	STEP 3	STEP 3	STEP 4
	0 YEARS	1 YEAR	2 YEARS	3 YEARS	4 YEARS	5 YEARS	6 YEARS	7+ YEARS
ACTIVITIES/CLUB (ES)(MS)	\$4,542							
3RD GRADE READING CALLENGE	\$775	\$775	\$775	\$807	\$807	\$841	\$841	\$876
5TH GRADE COUNCIL	\$619	\$619	\$619	\$645	\$645	\$672	\$672	\$700
ANNUAL (ES)	\$775	\$775	\$775	\$804	\$804	\$836	\$836	\$876
ANNUAL (HS)	\$3,779	\$3,779	\$3,779	\$3,931	\$3,931	\$4,087	\$4,087	\$4,251
ANNUAL (MS)	\$1,790	\$1,790	\$1,790	\$1,862	\$1,862	\$1,940	\$1,940	\$2,015
ART COORDINATOR (ES)	\$194	\$194	\$194	\$201	\$201	\$211	\$211	\$224
ART HONOR SOCIETY	\$1,790	\$1,790	\$1,790	\$1,862	\$1,862	\$1,939	\$1,939	\$2,016
ASB (HS)	\$2,936	\$2,936	\$2,936	\$3,052	\$3,052	\$3,174	\$3,174	\$3,302
ASB (MS)	\$2,055	\$2,055	\$2,055	\$2,136	\$2,136	\$2,222	\$2,222	\$2,312
ASSESSMENT COORDINATOR	\$1,065	\$1,065	\$1,065	\$1,105	\$1,105	\$1,150	\$1,150	\$1,197
CAFETERIA DUTY	\$3,955	\$3,955	\$3,955	\$4,113	\$4,113	\$4,278	\$4,278	\$4,449
CHEMICAL HYGIENE OFFICER	\$2,718	\$2,718	\$2,718	\$2,827	\$2,827	\$2,939	\$2,939	\$3,058
CHESS TEAM (HS)	\$2,733	\$2,733	\$2,733	\$2,842	\$2,842	\$2,958	\$2,958	\$3,076
CHOIR (HS)	\$3,971	\$3,971	\$3,971	\$4,135	\$4,135	\$4,302	\$4,302	\$4,468
CLASS ADVISOR (FRESH, SOPH, JR)	\$775	\$775	\$775	\$804	\$804	\$836	\$836	\$876
CLASS ADVISOR (SENIOR)	\$1,775	\$1,775	\$1,775	\$1,844	\$1,844	\$1,917	\$1,917	\$1,998
DANCE TEAM	\$4,589	\$4,589	\$4,589	\$4,773	\$4,773	\$4,966	\$4,966	\$5,164
DEBATE TEAM	\$3,578	\$3,578	\$3,578	\$3,725	\$3,725	\$3,875	\$3,875	\$4,027
DEPT. CHAIR/LEADERSHIP TEAM	\$2,936	\$2,936	\$2,936	\$3,051	\$3,051	\$3,174	\$3,174	\$3,300
DRAMA (HS) FALL	\$2,760	\$2,760	\$2,760	\$2,871	\$2,871	\$2,984	\$2,984	\$3,101
DRAMA (HS) SPRING	\$4,590	\$4,590	\$4,590	\$4,779	\$4,779	\$4,967	\$4,967	\$5,164
DRAMA (MS)	\$3,603	\$3,603	\$3,603	\$3,747	\$3,747	\$3,896	\$3,896	\$4,053
DRAMA ASSISTANT (MS)	\$2,523	\$2,523	\$2,523	\$2,622	\$2,622	\$2,727	\$2,727	\$2,837
ELEMENTARY SCIENCE COORDINATOR	\$893	\$893	\$893	\$926	\$926	\$965	\$965	\$1,005
GSA (HS/MS)	\$775	\$775	\$775	\$807	\$807	\$841	\$841	\$876
HI-Q	\$3,971	\$3,971	\$3,971	\$4,134	\$4,134	\$4,300	\$4,300	\$4,468
HISTORY DAY CLUB	\$3,878	\$3,878	\$3,878	\$4,032	\$4,032	\$4,194	\$4,194	\$4,362
HONOR SOCIETY	\$1,790	\$1,790	\$1,790	\$1,862	\$1,862	\$1,939	\$1,939	\$2,016
INSTRUMENTAL MUSIC (HS)	\$6,738	\$6,738	\$6,738	\$7,010	\$7,010	\$7,292	\$7,292	\$7,585
INSTRUMENTAL/CHORAL (ES)	\$1,671	\$1,671	\$1,671	\$1,832	\$1,832	\$2,007	\$2,007	\$2,199
INSTRUMENTAL/CHORAL (MS)	\$1,671	\$1,671	\$1,671	\$1,832	\$1,832	\$2,007	\$2,007	\$2,200
INTRAMURAL(HS)	\$6,738	\$6,738	\$6,738	\$7,010	\$7,010	\$7,292	\$7,292	\$7,585
INTRAMURAL(MS)	\$5,039	\$5,039	\$5,039	\$5,244	\$5,244	\$5,452	\$5,452	\$5,671
KNOWLEDGE BOWL	\$1,790	\$1,790	\$1,790	\$1,862	\$1,862	\$1,939	\$1,939	\$2,016
LEAD NURSE	\$1,530	\$1,530	\$1,530	\$1,590	\$1,590	\$1,655	\$1,655	\$1,722
LINK CREW (HS)	\$2,740	\$2,740	\$2,740	\$2,849	\$2,849	\$2,965	\$2,965	\$3,082
MARCHING BAND	\$3,378	\$3,378	\$3,378	\$3,513	\$3,513	\$3,655	\$3,655	\$3,801
MARCHING BAND ASST	\$2,365	\$2,365	\$2,365	\$2,460	\$2,460	\$2,557	\$2,557	\$2,660
MATH TEAM	\$1,790	\$1,790	\$1,790	\$1,862	\$1,862	\$1,939	\$1,939	\$2,016
MUSICAL DIRECTOR (HS)	\$3,120	\$3,120	\$3,120	\$3,245	\$3,245	\$3,376	\$3,376	\$3,509
NAGO	\$2,872	\$2,872	\$2,872	\$2,987	\$2,987	\$3,106	\$3,106	\$3,230
NATIONAL ENGLISH HONOR SOCIETY	\$1,754	\$1,754	\$1,754	\$1,826	\$1,826	\$1,900	\$1,900	\$1,976
NEWSPAPER (HS)	\$2,759	\$2,759	\$2,759	\$2,871	\$2,871	\$2,984	\$2,984	\$3,103
OUTDOOR ED. CAMP SUPERVISOR (ES)	\$983	\$983	\$983	\$1,024	\$1,024	\$1,067	\$1,067	\$1,111
PATROL (ES/MS)	\$1,790	\$1,790	\$1,790	\$1,862	\$1,862	\$1,939	\$1,939	\$2,016
SCIENCE CLUB (MS)	\$980	\$980	\$980	\$1,015	\$1,015	\$1,058	\$1,058	\$1,100
SCIENCE TEAM (MS/HS)	\$3,879	\$3,879	\$3,879	\$4,028	\$4,028	\$4,190	\$4,190	\$4,360
TECHNOLOGY COORDINATOR	\$7,802	\$7,802	\$7,802	\$8,115	\$8,115	\$8,445	\$8,445	\$8,779
VOICE OF DEMOCRACY	\$775	\$775	\$775	\$804	\$804	\$836	\$836	\$876

The District agrees to negotiate with the Association for the amount of any stipend to be paid in connection with any District specified co-curricular activities not herein provided for at such time as the District requires an employee to supervise same.



STANWOOD-CAMANO SCHOOL DISTRICT								
2023-24 ACTIVITY SCHEDULE								
	STEP 1	STEP 1	STEP 1	STEP 2	STEP 2	STEP 3	STEP 3	STEP 4
ACTIVITY	0 YEARS	1 YEAR	2 YEARS	3 YEARS	4 YEARS	5 YEARS	6 YEARS	7+ YEARS
ACTIVITIES/CLUB (ES)(MS)	\$4,542							
3RD GRADE READING CALLENGE	\$791	\$791	\$791	\$824	\$824	\$858	\$858	\$894
5TH GRADE COUNCIL	\$631	\$631	\$631	\$658	\$658	\$685	\$685	\$714
ANNUAL (ES)	\$791	\$791	\$791	\$820	\$820	\$853	\$853	\$894
ANNUAL (HS)	\$3,855	\$3,855	\$3,855	\$4,009	\$4,009	\$4,169	\$4,169	\$4,336
ANNUAL (MS)	\$1,825	\$1,825	\$1,825	\$1,899	\$1,899	\$1,979	\$1,979	\$2,055
ART COORDINATOR (ES)	\$198	\$198	\$198	\$205	\$205	\$216	\$216	\$228
ART HONOR SOCIETY	\$1,825	\$1,825	\$1,825	\$1,899	\$1,899	\$1,978	\$1,978	\$2,056
ASB (HS)	\$2,995	\$2,995	\$2,995	\$3,113	\$3,113	\$3,237	\$3,237	\$3,369
ASB (MS)	\$2,096	\$2,096	\$2,096	\$2,179	\$2,179	\$2,266	\$2,266	\$2,358
ASSESSMENT COORDINATOR	\$1,086	\$1,086	\$1,086	\$1,127	\$1,127	\$1,173	\$1,173	\$1,221
CAFETERIA DUTY	\$4,034	\$4,034	\$4,034	\$4,196	\$4,196	\$4,363	\$4,363	\$4,538
CHEMICAL HYGIENE OFFICER	\$2,772	\$2,772	\$2,772	\$2,883	\$2,883	\$2,998	\$2,998	\$3,119
CHESS TEAM (HS)	\$2,787	\$2,787	\$2,787	\$2,899	\$2,899	\$3,017	\$3,017	\$3,138
CHOIR (HS)	\$4,050	\$4,050	\$4,050	\$4,218	\$4,218	\$4,388	\$4,388	\$4,558
CLASS ADVISOR (FRESH, SOPH, JR)	\$791	\$791	\$791	\$820	\$820	\$853	\$853	\$894
CLASS ADVISOR (SENIOR)	\$1,810	\$1,810	\$1,810	\$1,881	\$1,881	\$1,955	\$1,955	\$2,038
DANCE TEAM	\$4,681	\$4,681	\$4,681	\$4,868	\$4,868	\$5,065	\$5,065	\$5,268
DEBATE TEAM	\$3,650	\$3,650	\$3,650	\$3,800	\$3,800	\$3,952	\$3,952	\$4,108
DEPT. CHAIR/LEADERSHIP TEAM	\$2,995	\$2,995	\$2,995	\$3,112	\$3,112	\$3,237	\$3,237	\$3,366
DRAMA (HS) FALL	\$2,815	\$2,815	\$2,815	\$2,928	\$2,928	\$3,044	\$3,044	\$3,163
DRAMA (HS) SPRING	\$4,682	\$4,682	\$4,682	\$4,874	\$4,874	\$5,066	\$5,066	\$5,268
DRAMA (MS)	\$3,675	\$3,675	\$3,675	\$3,822	\$3,822	\$3,974	\$3,974	\$4,134
DRAMA ASSISTANT (MS)	\$2,573	\$2,573	\$2,573	\$2,675	\$2,675	\$2,782	\$2,782	\$2,894
ELEMENTARY SCIENCE COORDINATOR	\$910	\$910	\$910	\$944	\$944	\$984	\$984	\$1,025
GSA (HS/MS)	\$791	\$791	\$791	\$824	\$824	\$858	\$858	\$894
HI-Q	\$4,050	\$4,050	\$4,050	\$4,217	\$4,217	\$4,386	\$4,386	\$4,558
HISTORY DAY CLUB	\$3,956	\$3,956	\$3,956	\$4,113	\$4,113	\$4,278	\$4,278	\$4,449
HONOR SOCIETY	\$1,825	\$1,825	\$1,825	\$1,899	\$1,899	\$1,978	\$1,978	\$2,056
INSTRUMENTAL MUSIC (HS)	\$6,873	\$6,873	\$6,873	\$7,151	\$7,151	\$7,438	\$7,438	\$7,736
INSTRUMENTAL/CHORAL (ES)	\$1,705	\$1,705	\$1,705	\$1,869	\$1,869	\$2,047	\$2,047	\$2,243
INSTRUMENTAL/CHORAL (MS)	\$1,705	\$1,705	\$1,705	\$1,869	\$1,869	\$2,047	\$2,047	\$2,244
INTRAMURAL(HS)	\$6,873	\$6,873	\$6,873	\$7,151	\$7,151	\$7,438	\$7,438	\$7,736
INTRAMURAL(MS)	\$5,140	\$5,140	\$5,140	\$5,349	\$5,349	\$5,561	\$5,561	\$5,784
KNOWLEDGE BOWL	\$1,825	\$1,825	\$1,825	\$1,899	\$1,899	\$1,978	\$1,978	\$2,056
LEAD NURSE	\$1,561	\$1,561	\$1,561	\$1,622	\$1,622	\$1,688	\$1,688	\$1,756
LINK CREW (HS)	\$2,794	\$2,794	\$2,794	\$2,906	\$2,906	\$3,024	\$3,024	\$3,144
MARCHING BAND	\$3,446	\$3,446	\$3,446	\$3,583	\$3,583	\$3,728	\$3,728	\$3,877
MARCHING BAND ASST	\$2,412	\$2,412	\$2,412	\$2,509	\$2,509	\$2,608	\$2,608	\$2,713
MATH TEAM	\$1,825	\$1,825	\$1,825	\$1,899	\$1,899	\$1,978	\$1,978	\$2,056
MUSICAL DIRECTOR (HS)	\$3,182	\$3,182	\$3,182	\$3,310	\$3,310	\$3,444	\$3,444	\$3,579
NAGO	\$2,929	\$2,929	\$2,929	\$3,046	\$3,046	\$3,168	\$3,168	\$3,295
NATIONAL ENGLISH HONOR SOCIETY	\$1,789	\$1,789	\$1,789	\$1,863	\$1,863	\$1,938	\$1,938	\$2,015
NEWSPAPER (HS)	\$2,814	\$2,814	\$2,814	\$2,928	\$2,928	\$3,044	\$3,044	\$3,165
OUTDOOR ED. CAMP SUPERVISOR (ES)	\$1,003	\$1,003	\$1,003	\$1,045	\$1,045	\$1,088	\$1,088	\$1,134
PATROL (ES/MS)	\$1,825	\$1,825	\$1,825	\$1,899	\$1,899	\$1,978	\$1,978	\$2,056
SCIENCE CLUB (MS)	\$999	\$999	\$999	\$1,036	\$1,036	\$1,079	\$1,079	\$1,122
SCIENCE TEAM (MS/HS)	\$3,957	\$3,957	\$3,957	\$4,109	\$4,109	\$4,274	\$4,274	\$4,448
TECHNOLOGY COORDINATOR	\$7,958	\$7,958	\$7,958	\$8,278	\$8,278	\$8,614	\$8,614	\$8,955
VOICE OF DEMOCRACY	\$791	\$791	\$791	\$820	\$820	\$853	\$853	\$894

The District agrees to negotiate with the Association for the amount of any stipend to be paid in connection with any District specified co-curricular activities not herein provided for at such time as the District requires an employee to supervise same.

## SECTION 6.8 TRAVEL EXPENSES

Employees utilizing their own private automobile to travel to authorized school business, shall be reimbursed at the current Internal Revenue Service reimbursement rate per mile. All employees who by the nature of their assignment, must travel between schools or are required to make home visitations, excluding all travel between the employee's home and the first and last daily work assignment, shall also be reimbursed at the current Internal Revenue Service reimbursement rate per mile; provided, all reimbursable travel shall be approved, in advance, by the superintendent.

An official list of all teachers approved for local travel reimbursement shall be maintained in the business office, and a copy of the same shall be delivered to each teacher that is on the list.

## SECTION 6.9 TUITION REIMBURSEMENT

Each year the District shall contribute an amount equal to the salary schedule base plus \$10,000 to a fund for the sole purpose of tuition reimbursement. Distribution shall be according to the following formula: reimbursement fund divided by the total number of credits or clock hours submitted equals reimbursement per credit or clock hour amount (ten (10) clock hours equal one (1) credit). Completed claim forms and supporting documents must be submitted by July 1 of each year for credits completed between June 16 of the prior year and running through June 15 of the current year. Such reimbursement shall be for District approved clock hours or credits and shall be the lesser of:

- a. the actual cost per credit or clock hour or
- b. the cost per credit at Seattle Pacific University.

Reimbursement shall be made by the District, to the extent of the monies available in the tuition fund, following the presentation of proof of credit and cost for the course. National Board Certification candidates shall not be required to present proof of credit for work towards National Board Certification. National Board candidates seeking tuition reimbursement shall present proof of payment in accordance with the timeline outlined above.

For the purpose of tuition reimbursement calculations, National Board Certification shall be the equivalent of nine (9) credits. For the purposes of partial reimbursements, each of the 4 components and the test are equivalent to 1.8 credits each.

Following July 15<sup>th</sup> of each year, the fund shall be distributed to employees for the cost of tuition for District approved clock hours or credits.

If any monies still remain, the balance shall be carried over to the next year's fund.

## SECTION 6.10 INSURANCE BENEFITS

### 6.10.1 SCHOOL EMPLOYEES BENEFITS BOARD (SEBB) PROGRAM

The District shall pay the full portion of the employer contribution to the School Employees Benefits Board (SEBB) for insurance programs as adopted in the statewide collective bargaining agreement for all employees who meet the eligibility requirements outlined in state law and described below.

Benefits presently provided by the SEBB include but may not be limited to:

- Basic Life and accidental death and dismemberment insurance (AD&D)
- Basic Long-term Disability
- Vision
- Dental which may include orthodontia
- Medical

Employees are eligible to participate in the SEBB offered Medical Flexible Spending Arrangement (FSA) and Dependent Care Assistance Program (DCAP). Employees who select a qualifying High Deductible Health Plan (HDHP) for their medical insurance will automatically be enrolled in a Health Savings Account (HSA). These employees may choose to make additional contributions to their HSA through a payroll deduction.

### 6.10.2 DEPENDENT COVERAGE

Upon moving to the new plan, should an employee have dependents that were covered as of December 31, 2019 but who no longer qualify for coverage under SEBB, the employee will have the opportunity to enroll these dependents at the employee's cost for a period up to 36 months.

### 6.10.3 ELIGIBILITY

Certificated staff, including substitute employees, shall be eligible for full insurance coverage under the SEBB program if they work, or are anticipated to work, 630 hours or more in a school year. For the purposes of counting hours for eligibility, the year shall be from September 1 through August 31. All hours worked during the school year shall count for purposes of establishing eligibility.

When an employee, with the exception of those non-continuing employees and employees who do not work at least six of the last eight weeks of the school year, is hired into a position that would qualify for benefits if filled for the full eligibility year and not enough days remain in the year to achieve 630 hours, that employee will be provided with benefits coverage.

Paid leave hours shall count towards the 630 hours used to determine eligibility for benefits under this section. Employees on unpaid leave status will be considered in an employment status for the provisions of this section and will receive benefits when allowed by SEBB policy.

#### 6.10.4 BENEFIT ENROLLMENT/START

If the employee's first day of work is on or after September 1<sup>st</sup>, but not later than the first day of school, coverage begins on the first day of work. If the employee's first day of work is on any other date of the school year after the first day of school, coverage begins the first day of the month following the employee's first day of work.

#### 6.10.5 BENEFIT TERMINATION/END

An employee eligible for benefits who terminated the employment relationship shall continue to receive benefits through their final month of employment per WAC 182-31-050. In cases where separation occurs after completion of the student year, benefit coverage will continue through August 31 unless the employee identifies an earlier resignation or retirement date. When an employee notifies the District of the intent to resign or retire effective between the last day of school and August 1st the District will notify the employee of the impact on the SEBB coverage end date. After receiving said notification, the employee may contact the District to change the effective date of their resignation or retirement if they so choose. Monthly, the District will report to the Association any added represented employees not covered by SEBB and those whose benefit coverage is reasonably anticipated to change in the ensuing month. Any changes to an employee's benefits reasonably anticipated or occurring in July or August shall be discussed at a Labor Management meeting prior to the end of the school year.

#### 6.10.6 LEGISLATIVE CHANGES

If the Washington State Legislature changes provisions of the SEBB to allow for changes in employer contributions towards elective benefits, or substantially changes the medical coverage provisions, either party can reopen this agreement for negotiation over the changes to the extent allowed by law.

#### 6.10.7 ADDITIONAL ITEMS

The District will contribute \$80 per bargaining unit member, per FTE, per month to employee VEBA accounts beginning Jan. 1, 2020.

All of the provisions of Section 6.10 shall be interpreted consistent with the rules and regulations of the SEBB.

### SECTION 6.11 PAYROLL DEDUCTIONS

#### 6.11.1 AUTOMATIC DEDUCTIONS

All salaries are subject to payroll deductions from the employee's regular pay for:

- A. State Teachers or State Employment Retirement Systems
- B. Federal Income Withholding Tax
- C. FICA

- D. Labor and Industry
- E. Absence not provided for by paid leaves (computed at per diem based on the employee's annual salary for each day's absence)

### 6.11.2 DISCRETIONARY DEDUCTIONS

The following deductions from the employee's regular pay may be made if authorized by the individual:

- A. Additional withholding tax;
- B. Approved medical plans;
- C. Approved long-term disability insurance;
- D. Approved tax sheltered annuities;
- E. Payments/Deposits to a maximum of three (3) banks or credit unions;
- F. Approved Life Insurance
- G. Association Membership Dues
- H. W.E.A. Accident Insurance (accidental death and dismemberment)
- I. United Way
- J. GET Program
- K. WEA-PAC
- L. Washington State School Retirees Association
- M. Section 125 – Flex Plan and Dependent Care
- N. Deferred Compensation Program (DCP)
- O. Health Savings Accounts (Health Equity)
- P. Other Approved Insurance Programs

Note: Effective September 1, 2009, Washington State School Retirees Association is available only to those employees currently authorizing discretionary deductions for this organization. Once currently enrolled employees cease employment with Stanwood-Camano School District, or are no longer authorizing deductions, this organization will no longer be an option for discretionary deductions unless agreed to by both parties.

## SECTION 6.12 ATTENDANCE INCENTIVE PROGRAM

### 6.12.1 SICK LEAVE ATTENDANCE INCENTIVE PROGRAM

In January of each year following any year in which more than sixty (60) days of leave for illness or injury is accrued any eligible employee may exercise an option to receive remuneration, for unused leave for illness or injury accumulated in the previous year, over sixty (60) days accumulated, at a rate equal to one (1) day's monetary compensation of the employee for each four (4) full days of accrued leave for illness or injury in excess of sixty (60) days up to three (3) days' remuneration. Leave for illness or injury for which compensation has been received shall be deducted from accrued leave for illness or injury at the rate of four (4) days for every one (1) day's monetary compensation.

At the time of separation from school district employment due to retirement or death, an eligible employee or the employee's estate shall receive remuneration at a rate equal to one (1) day's current monetary compensation for each four (4) full days accrued leave for illness or injury. Maximum accrual to be 180 days. Participation in the VEBA program shall be allowed.

#### 6.12.2 PERSONAL LEAVE ATTENDANCE INCENTIVE PROGRAM

In July of each year, after any optional accumulation allowed in Section 5.5 has been applied, an employee who has personal leave remaining unused shall be reimbursed up to two (2) days at their per diem rate and at substitute rate for any remaining unused personal leave days. An employee will be reimbursed for unused personal leave days during their year of retirement, however, employees covered by TRS Plan 1 retirement plan shall document four (4) hours of additional service per day cashed out.

#### SECTION 6.13 INSTRUCTOR PAY

Any employee assigned by the District to teach an inservice class shall receive 1.8 times their per diem rate per hour.

## ARTICLE VII

### OTHER TERMS AND CONDITIONS OF EMPLOYMENT

#### SECTION 7.1 WORK YEAR

##### 7.1.0 CALENDARS

STANWOOD-CAMANO SCHOOL DISTRICT #401 2021-2022 SCHOOL CALENDAR																		
August <span style="float: right;">0</span>						September <span style="float: right;">20</span>						October <span style="float: right;">180</span> <span style="float: right;">20</span>						
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F		
								1	2		3						1	
2	3	4	5	6		6	7	8	9	10		4	5	6	7	8		
9	10	11	12	13		13	14	15	16	17		11	12	13	14	15		
16	17	18	19	20		20	21	22	23	24		18	19	20	21	22		
23	24	25	26	27		27	28	29	30			25	26	27	28	29		
30	31																	
November <span style="float: right;">19</span>						December <span style="float: right;">13</span>						January <span style="float: right;">19</span>						
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F		
				5					1	2	3							
1	2	3	4			6	7	8	9	10		3	4	5	6	7		
8	9	10	11	12		13	14	15	16	17		10	11	12	13	14		
15	16	17	18	19		20	21	22	23	24		17	18	19	20	21		
22	23	24	25	26		27	28	29	30	31		24	25	26	27	28		
29	30											31						
February <span style="float: right;">18</span>						March <span style="float: right;">23</span>						April <span style="float: right;">16</span>						
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F		
																	1	
	1	2	3	4		7	8	9	10	11		4	5	6	7	8		
7	8	9	10	11		14	15	16	17	18		11	12	13	14	15		
14	15	16	17	18		21	22	23	24	25		18	19	20	21	22		
21	22	23	24	25		28	29	30	31			25	26	27	28	29		
28																		
May <span style="float: right;">21</span>						June <span style="float: right;">11</span>						July <span style="float: right;">0</span>						
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F		
									1	2	3							
2	3	4	5	6		6	7	8	9	10		4	5	6	7	8		
9	10	11	12	13		13	14	15	16	17		11	12	13	14	15		
16	17	18	19	20		20	21	22	23	24		18	19	20	21	22		
23	24	25	26	27		27	28	29	30			25	26	27	28	29		
30	31																	
Important Dates																		
Aug. 26 New Teacher Orientation Aug. 27 TRI/Curriculum Day (District/Building-Directed) Aug. 30-31 Family Connection Days* Sept. 1 TRI/Curriculum Day (Teacher-Directed - No Meetings) Sept. 2 First School Day Sept. 6 Labor Day (No School) Oct. 15 TRI/Curriculum Day (1/2 Teacher-Directed Collaboration, 1/2 District P.D.- No School) Oct. 27-29 Fall Conferences (K-12), Early Release Nov. 5 1st Quarter (6-12) ends Nov. 11 Veterans Day (No School) Nov. 24 Early Dismissal, No Late Start Nov. 25, 26 Thanksgiving Break (No School) Dec. 20-31 Winter break (No School)									Jan. 17 Martin Luther King, Jr. Day (No School) Jan. 27 1st Semester ends Jan. 28 TRI/Curric. Day (Semester Grading - No School) Feb. 18-21 Mid-Winter Break (No School) Mar. 30 District P.D., Early Release Mar. 31-Apr1 Spring Conferences (K-12), Early Release April 4-8 Spring Break (No School) April 12 3rd quarter (6-12) ends May 30 Memorial Day (No School) June 15 Last School Day, Early release (9:40 Secondary, 11:00 Elementary) June 16 & 17 Snow make-up days									

**STANWOOD-CAMANO SCHOOL DISTRICT #401  
2022-2023 SCHOOL CALENDAR**

**August** 0

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**September** 21

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

180

**October** 20

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**November** 19

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**December** 12

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**January** 19

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**February** 18

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

**March** 23

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**April** 15

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

**May** 22

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**June** 11

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**July** 0

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Important Dates			
Aug. 29	New Teacher Orientation	Jan. 16	Martin Luther King, Jr. Day (No School)
Aug. 30	TRI/Curriculum Day (District/Building-Directed)	Jan. 27	1st Semester ends
Aug. 31	TRI/Curriculum Day (Teacher-Directed - No Meetings)	Jan. 30	TRI/Curric. Day (Semester Grading - No School)
Sept. 1	First School Day	Feb. 17-20	Mid-Winter Break (No School)
Sept. 5	Labor Day (No School)	Mar. 29	District P.D., Early Release
Oct. 21	TRI/Curriculum Day (1/2 Teacher-Directed Collaboration, 1/2 District P.D.- No School)	Mar. 30-31	Spring Conferences (K-12), Early Release
Nov. 2-4	Fall Conferences (K-12), Early Release	April 3-7	Spring Break (No School)
Nov. 4	1st Quarter (6-12) ends	April 12	3rd quarter (6-12) ends
Nov. 11	Veterans Day (No School)	May 29	Memorial Day (No School)
Nov. 23	Early Dismissal, No Late Start	June 15	Last School Day, Early release (9:40 Secondary, 11:00 Elementary)
Nov. 24, 25	Thanksgiving Break (No School)	June 19	Juneteenth (No school)
Dec. 19- Jan 2	Winter break (No School)	June 16 & 20	Snow make-up days



**STANWOOD-CAMANO SCHOOL DISTRICT #401  
2023-2024 SCHOOL CALENDAR**

**August** 0

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**September** 19

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**October** 180 21

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**November** 19

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

**December** 13

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**January** 19

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**February** 19

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

**March** 21

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**April** 17

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

**May** 22

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**June** 10

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

**July** 0

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Important Dates	
Aug. 30	New Teacher Orientation
Aug. 31	TRI/Curriculum Day (District/Building-Directed)
Sept. 1	TRI/Curriculum Day (Teacher-Directed - No Meetings)
Sept. 4	Labor Day (No School)
Sept. 5	First School Day
Oct. 20	TRI/Curriculum Day (1/2 Teacher-Directed Collaboration, 1/2 District P.D.- No School)
Nov. 7	1st Quarter (6-12) ends
Nov. 10	Veterans Day (No School)
Nov. 15-17	Fall Conferences (K-12), Early Release
Nov. 22	Early Dismissal, No Late Start
Nov. 23, 24	Thanksgiving Break (No School)
Dec. 20- Jan 2	Winter break (No School)
Jan. 15	Martin Luther King, Jr. Day (No School)
Jan. 29	1st Semester ends
Jan. 30	TRI/Curric. Day (Semester Grading - No School)
Feb. 16-19	Mid-Winter Break/Presidents' Day
Mar. 27	District P.D., Early Release
Mar. 28-29	Spring Conferences (K-12), Early Release
April 1-5	Spring Break (No School)
April 11	3rd quarter (6-12) ends
May 27	Memorial Day (No School)
June 14	Last School Day, Early release (9:40 Secondary, 11:00 Elementary)
June 17 & 18	Snow make-up days
June 19	Juneteenth (No school)

### 7.1.1 CONTRACT LENGTH

The employees' academic school year shall consist of not more than 180 contract days, exclusive of vacations and holidays. The District may contract employees for extended periods, provided any employee whose regular full-time contract exceeds the academic school year shall be paid pro rata, at a per diem rate, based upon the ratio of the employee's work year to the academic school year and placement on the salary schedule. Nothing herein shall prevent the District from employing any employee on a part-time basis or for less than the academic school year at a pro rata salary.

### 7.1.1.2 CURRICULUM (TRI) DAYS

The District will establish and schedule four (4) days for inservice and curriculum work during the school year for all staff outside of the regular 180-day work year. The District will designate planned activities and projects to improve the educational program. The additional work days will be calculated by taking base compensation (base salary schedule placement) and dividing by 180. These are reflected in the supplemental contract issued for TRI compensation.

A Curriculum (TRI) Day will be set aside as a District-directed day prior to the start of the school year, as designated on the negotiated calendar in Section 7.1.0. Partial FTE employees may attend the full day and be compensated at their per diem rate of pay.

The day before the first student day of the school year shall be designated as a TRI Day. Teachers will prepare curriculum materials and strategies for the student year and will not be required to attend meetings, activities, or inservice. No meetings, activities, or inservice shall be conducted this day by the District. Employees may choose to work a day other than the day before the first student day in the 2 weeks prior to the opening of school.

A Curriculum (TRI) Day will be held on the third Friday of October. Three-and-a-half (3 ½) hours of this day will be for District-directed professional development. Three-and-a-half (3 ½) hours of this day will be for teacher-directed collaboration time. No meetings, activities, or inservice shall be conducted by the District during the teacher-directed time. Partial FTE employees may attend the full day and be compensated at their per diem rate of pay.

One Curriculum (TRI) day will be held the day after the first semester ends. This day will be set aside as a teacher-directed day. No meetings, activities, or inservice shall be conducted this day by the District.

The provisions of Article V, Leaves, shall not apply to the TRI Days, however, employees unable to attend scheduled TRI Days for reasons of illness, personal, or bereavement may arrange with their supervisor to work the required hours.

### 7.1.1.3 TRI COMPENSATION

The District and Association agree and affirm the following beliefs: (a) the success of the Stanwood-Camano School District is dependent upon hiring and retaining the highest quality

teachers; (b) providing a quality education for students requires from teachers a commitment to the profession beyond the base contract, normal workday hours and school year; (c) state law allows additional compensation for additional time, additional responsibilities or incentives; (d) the additional commitment required of Stanwood-Camano's teachers cannot be accurately measured in hours or days; and (e) the time necessary to fulfill any one teacher's responsibilities will vary from that of another teacher as determined by the individual's own professional judgment.

For each year of the contract, each employee will be issued a supplemental contract for TRI compensation in an amount equal to 10% of total compensation on the salary schedule. These monies are in recognition of additional responsibilities and as an incentive to provide additional services. After said computation the District and Association shall review the TRI calculation for accuracy and include it on the Combined Salary Schedule.

The supplemental contract recognizes that employees will provide a professionally responsible level of service in the following areas which are above the basic contract:

- A. Preparation for school opening;
- B. Preparation for school closing;
- C. Parent conferences;
- D. Supporting community and student activities;
- E. Providing individual help to students;
- F. Evaluating student work;
- G. Correcting papers and projects;
- H. Workshops, classes and inservice work;
- I. Researching educational materials and supplies;
- J. Improving and maintaining professional skills;
- K. Preparation and revisions of materials;
- L. Consulting with other instructional staff;
- M. Instructional-departmental staff meetings;
- N. Working with computers and other technology;
- O. Making presentations to the School Board; and
- P. Fund raising for student activities

Compensation for these duties shall be in accordance with the TRI Salary Schedule and payment will be made in equal monthly installments as is done with regular paychecks. A part-time employee will receive a pro rata share of this TRI supplemental contract stipend based on the employee's full-time equivalency (FTE).

In the event of a double levy failure, the provisions of Section 7.1.1.3 shall be null and void for the following school year and thereafter provided (a) the District and Association meet and consult regarding continuance of any of these provisions and (b) if agreement is not reached by the parties in a timely manner, the District shall have no obligation to continue the provisions of Section 7.1.1.3.

#### 7.1.1.4 NEW TEACHERS

Teachers who are new to the District and hired prior to the orientation date shall report to work one (1) day early for Human Resources orientation with one (1) additional day per diem stipend. In addition, new teachers shall also attend the equivalent of two (2) days (fourteen hours) of curriculum orientation provided by the district and will receive additional two (2) days per diem stipend.

The District shall make an effort to assign teachers who are new to the District their own room.

#### 7.1.1.5 CERTIFICATED SPECIAL EDUCATION STAFF PREPARATION DAYS

To support and develop the services of the school special education programs to best serve the school district, community, and students, each special education teacher shall have an extended contract of four (4) days. These additional days shall occur on a written schedule mutually determined by the employee and the immediate supervisor. The additional work days will be provided for under the provision of a supplemental contract at the per diem rate of pay.

#### 7.1.2 NON-CONTRACT DAYS

The following days shall be observed as non-contract days:

- A. Saturdays and Sundays
- B. The first day of January (New Year's Day)
- C. The third Monday of January (Martin Luther King Day)
- D. The third Monday of February (President's Day)
- E. Spring Break (See School Calendars)
- F. The last Monday in May (Memorial Day)
- G. Independence Day
- H. The first Monday in September (Labor Day)
- I. Veteran's Day
- J. The fourth Thursday in November (Thanksgiving Day)
- K. The day following Thanksgiving
- L. Winter Vacation (See School Calendars)

#### 7.1.3 CONFERENCE DAYS

Employees shall be assigned three (3) one-half (1/2) days during the first half of the academic school year; and, an additional two (2) one-half (1/2) days during the second half of the academic school year for the purpose of parent or teacher requested conferences and/or curriculum/in-service work. If parent-teacher conferences are scheduled outside the work day, the employee shall receive equivalent time off from calendared conference days from the same grading period. Time off is not to include instructional time.

Employees who hold a partial FTE contract shall not be required to do the same amount of conferencing and conference preparation as full-time employees and shall conduct conferences commensurate with their FTE. Pre-K-5 employees who hold a partial FTE may be provided with

release time and/or additional per diem pay to prepare for and conduct additional conferences, up to the same amount of time as a full-time employee.

All families should be invited to attend a fall conference. Conference schedules must include a minimum of fifteen (15)-minute time slots for conferences with five (5) minutes between each conference slot. All employees shall receive a minimum of thirty (30) minutes of daily planning time and their duty-free lunch during all early-release conference days.

#### 7.1.4 EMERGENCY SCHOOL CLOSURE AND DELAYED OPENING

In the event that it becomes necessary to close the school(s) because of inclement weather, volcanic disruption or other acts of God, the District administration shall notify employees as soon as the decision is made. No employee shall be required to remain after the District has given notification to close the employees' work site, unless an alternative work site is available. Hazardous health and safety conditions which require the closing of the school(s) for students shall apply equally to all employees.

- A. DELAYED OPENING: In the event that the District administration decides to delay the opening of school(s), employees shall report thirty (30) minutes before the students arrive and may leave thirty (30) minutes after students are dismissed.
- B. COMPENSATION AND BENEFITS: On workdays when school is not in session because of conditions not within the control of the District administration due to acts of God, no employee shall suffer loss of pay nor have such absence from work charged against any leave provision, and no employee shall be entitled to extra compensation for school days scheduled to make up days missed for such reason.
- C. MAKEUP SCHOOL DAYS: When the District decides to make up school days missed in order to receive its appropriation due to emergency school closure, the District Superintendent shall confer with the Association President prior to scheduling makeup instructional days.

#### 7.1.5 LIBRARY MEDIA SPECIALISTS

The recommended minimum paraprofessional time per library shall be 1.5 hours for each Elementary School library, 3.25 hours for each Middle School library, and 6.5 hours for each High School library.

To support and develop the services of the instructional media programs to best serve the school district, community, and students, each Elementary and Middle School librarian shall have at a minimum an extended contract of five (5) days and each High School librarian shall have at a minimum an extended contract of ten (10) days. These additional days shall occur on a written schedule mutually determined by the employee and the immediate supervisor. The additional work days will be provided for under the provision of a supplemental contract at the per diem rate of pay.

### 7.1.6 COUNSELORS

To support and develop the services of the counselor programs to best serve the school district, community, and students, each Elementary counselor shall have at a minimum an extended contract of one (1) day, each Middle School counselor shall have at a minimum an extended contract of ten (10) days, and each High School counselor shall have at a minimum an extended contract of twelve (12) days. These additional days shall occur on a written schedule mutually determined by the employee and the immediate supervisor. The additional work days will be provided for under the provision of a supplemental contract at the per diem rate of pay.

### 7.1.7 SCHOOL PSYCHOLOGISTS

To support and develop the services of the school psychologist programs to best serve the school district, community, and students, each Elementary and Middle School psychologist shall have at a minimum an extended contract of five (5) days and each High School psychologist shall have at a minimum an extended contract of ten (10) days. These additional days shall occur on a written schedule mutually determined by the employee and the immediate supervisor. The additional work days will be provided for under the provision of a supplemental contract at the per diem rate of pay.

### 7.1.8 NURSES

To support and develop the services of the nurse programs to best serve the school district, community, and students, each school nurse shall have at a minimum an extended contract of five (5) days. These additional days shall occur on a written schedule mutually determined by the employee and the immediate supervisor. These additional workdays will be provided for under the provision of a supplemental contract at the per diem rate of pay.

## SECTION 7.2 WORK DAY

### 7.2.1 LENGTH OF WORK DAY

The length of the work day shall not be more than seven and one-half (7-1/2) hours, inclusive of a thirty (30) minute lunch period regardless of assignment.

All employees shall be available for student and/or parent conferences in their regular assigned duty stations for a period of not less than thirty (30) minutes prior to the beginning of the students' school day and for a period of not less than thirty (30) minutes immediately following the students' school day.

### 7.2.2 TIME UTILIZATION

Unless specifically assigned otherwise, classroom teachers may utilize those times during the student day when they have no scheduled duties as planning time, at their discretion, including time during which their regular classes are receiving instruction from various specialists.

Employees who are required in the course of their employment to travel between buildings shall be scheduled to provide sufficient time for such travel.

Elementary specialists (such a music, library, P.E., and technology teachers) will teach no more than three (3) consecutive classes without a break of at least ten (10) minutes prior to teaching additional classes.

The employee's total instructional time shall not exceed three hundred-thirty (330) minutes per day.

Except for emergencies, parent conferences, and/or as may be required by Washington law, including, but not limited to, the Washington Basic Education Act and Student Learning Objectives law, the employee's work time shall not regularly exceed seven (7) hours per day, exclusive of the thirty (30) minute lunch period.

The Wednesday before spring conferences will be an early-release day for three-and-a-half (3.5) hours of District-directed professional development. Teachers will receive a minimum of twenty (20) minutes of preparation time on this day. Partial FTE employees who are not regularly scheduled to work during the professional development portion of this day may attend up to 3.5 hours of the professional development and be compensated at their per diem rate of pay for that time.

Half day student early dismissal times shall be:

Grades K-5	12:00 pm
Grades 6-12	10:40 am

Last day of school student early dismissal times shall be:

Grades K-5	11:00 am
Grades 6-12	9:40 am

### 7.2.3 PROFESSIONAL DEVELOPMENT WEDNESDAY (PDW)

On all Wednesdays, the student day shall begin one (1) hour and twenty (20) minutes late, with the following exceptions:

- A. If the first day of school is on a Wednesday then school shall begin at the regular time.
- B. The Wednesday before Thanksgiving shall begin at the regular time.
- C. If the last day of school is a Wednesday then school shall begin at the regular time.
- D. If the first day of spring conferences is on a Wednesday, then school shall begin at the regular time for all schools in the district.

The purpose of Professional Development Wednesday is to provide time for activities aimed towards increasing student achievement. Collaboration among staff shall be the main focus, with activities specifically linked to district, building, department/grade level, and individual goals. To develop a shared understanding, and used exclusively in article 7.2.3, the term collaboration

is defined as: intentional and productive time spent working in a variety of groupings in order to promote student achievement, and to improve teaching and learning for the benefit of our schools.

District and union leadership shall jointly determine a schedule of specific Professional Development Wednesday district-led activities on one (1) designated Wednesday. This 80-minute block of time will be district directed. The schedule shall be sent to building administrators by August 15th for the upcoming school year.

Each school Leadership Team is then charged with developing and disseminating a plan for their building Professional Development Wednesdays within two weeks of the beginning of each grading period. The Leadership Team shall include representation from administration and staff.

If there is a lack of consensus among the Leadership Team as to the Professional Development Wednesday plan, one staff representative from the team and one administrative representative from the team shall develop an agreeable compromise.

Individual or small group exceptions to the building plan must be pre-approved by the building Leadership Team.

Except in emergency situations, 80 minutes per month shall be set aside for teacher-initiated small group collaboration and/or for individual work related to collaboration.

One additional 80-minute PDW session per semester shall be scheduled for teacher-initiated small group collaboration and/or for individual work related to collaboration. The Association and the District shall schedule and set aside this time on the calendar to allow for optional cross-district collaboration.

Except in emergency situations, up to 80 minutes per month shall be set aside for staff meeting(s). Allocation of this time shall be determined by the administrative team, and communicated to the Leadership Team for planning purposes.

In the event the District requires SafeSchools training, teachers shall be provided adequate time to take the training either during a District-directed Curriculum (TRI) Day, a District-directed PDW or a building-directed PDW. Teachers shall not be required to take SafeSchools training during teacher-initiated PDW time.

The following Wednesdays before grades are due shall be for grade preparation:

- A. Elementary teachers – The last Wednesday prior to when grades are due first semester and the last two Wednesdays prior to when grades are due second semester.
- B. Secondary teachers – The last Wednesday prior to when grades are due at the end of first, second, and third quarter, and the last two Wednesdays prior to when grades are due at the end of second semester.

Partial FTE employees who are not regularly scheduled to work during Professional Development Wednesday time may attend a fraction of the Professional Development Wednesdays equivalent to their FTE and be compensated at the per diem rate of pay.



District and union representatives shall jointly develop a system to gather and share data for ongoing assessment and improvement of Professional Development Wednesdays.

#### 7.2.4 PREPARATION TIME

All certificated employees shall be guaranteed fifty (50) continuous minutes per day during the student instructional day for preparation time.

Preparation time shall be exclusive of the first and last thirty (30) minutes of the workday. In addition, preparation time shall include, but is not limited to, time when students are receiving specialized instruction, student recess (exclusive of recess passing time), and other time when they have no assigned duties.

On Professional Development Wednesdays a good faith effort will be made to provide forty-five (45) continuous minutes for preparation. If this is not possible, a minimum of thirty (30) continuous minutes shall be provided.

Special events or unanticipated adjustments to the workday or calendar may require rare exceptions from this provision.

An exception to the above provision of preparation time shall be made during the required state testing period. Parameters for this exception are:

- A. Each building's test schedule shall maintain fifty (50) continuous minutes of preparation time per day (with at least a minimum thirty-five (35) minutes on Wednesdays), if possible.
- B. If the building test schedule is unable to provide the fifty (50) continuous minutes per day of preparation time, then two hundred thirty-five (235) aggregate minutes per week shall be provided with no less than twenty-five (25) continuous minutes provided at one time. If necessary, Professional Development Wednesday minutes may be used to provide a portion of the two hundred thirty-five (235) aggregate weekly minutes during the required state testing schedule.

Further, school psychologists, speech language pathologists, occupational therapists, and school counselors shall, with the approval of their supervisor, have the option of scheduling their preparation time so that the time is not necessarily taken in increments of 50 minutes per day. For example, an employee in these positions may be permitted to work with students for four days without a preparation period and on the fifth day take the equivalent of five (5) days of preparation time (5X50 minutes or 4 hours and 10 minutes) or other variations in time to allow the employee to most effectively utilize planning. The employee will confer with his or her supervisor to obtain approval for a fixed preparation time schedule which will effectively address the needs of the educational program, students, and other staff. The employee will adhere to the approved schedule until such time as a schedule change is approved by the supervisor.

The District shall endeavor to avoid split-shifting, however, in any case, the District shall not make split-shift assignments requiring more than two (2) hours of consecutive non-work time between assignments in any single workday.

#### 7.2.5 SPECIAL EDUCATION PREPARATION TIME

In recognition of the additional paperwork and workload demands placed on each special education classroom teacher, the following time will be provided to complete IEPs, conduct student assessments, collaborate with other teachers related to IEPs and/or to complete other work associated with managing his/her workload:

- A. 4 release days per year per 1.0 FTE will be provided.
- B. Every special education classroom teacher will be provided one IEP period per day.
- C. If teachers of self-contained special education programs (i.e. ASSIST, Preschool, and Behavior Program) are unable to schedule an IEP period into the workday, 19 release days per 1.0 FTE will be provided. In the event that a teacher pre-arranges or posts for a substitute teacher at least three school days in advance and is unable to take a release day due to building schedule conflicts or a lack of substitutes, they may opt for compensation at the per diem rate of pay in lieu of taking the release day. Release days that are planned for Fridays or days that are consecutive with holidays are not eligible for per diem cash out.
- D. Preschool special education teachers shall receive five (5) additional days at his or her per diem rate of pay. Teachers may opt for a release day in place of the per diem day.

A period at the elementary level is defined as 50 continuous minutes. The amount of time for an IEP period on Professional Development Wednesdays will match the amount of time provided for preparation time on Wednesdays.

#### 7.2.6 SPEECH and LANGUAGE PATHOLOGIST and OCCUPATIONAL THERAPIST PREPARATION TIME

In recognition of the additional paperwork and workload demands placed on Speech and Language Pathologists and Occupational Therapists, the following time will be provided to complete IEPs, conduct student assessments, collaborate with other teachers related to IEPs and/or to complete other work associated with managing his/her workload.

- A. 4 release days per year per 1.0 FTE will be provided.

#### 7.2.7 ENGLISH/LANGUAGE ARTS RELEASE TIME

In recognition of the additional paperwork demands placed on teachers of Language Arts/English in grades 6-12, release time each semester shall be provided for grading papers. The teacher shall be awarded two (2) days of release time commensurate with the number of Language Arts and/or English periods taught each semester. For example:

One period taught = one period of one day release per quarter;  
Two periods taught = two periods of one day release per quarter;  
Up to two full days of release per semester for a full-time Language Arts and/or English teacher

Up to two (2) quarter release days may be combined and requested each semester through the date grades are due that semester. Principal approval is required when scheduling the days. Approval will be based on the projected number of teachers out of the building so there is adequate substitute teacher coverage. If the requested dates are denied, the principal and the teacher must mutually agree upon alternative date(s).

#### 7.2.8 TITLE/LAP TEACHERS

In recognition of the additional paperwork and workload demands placed on Title/LAP teachers, the following time will be provided to complete student paperwork, conduct student assessments, collaborate with other teachers related to Title/LAP and/or to complete other work associated with managing his/her workload.

A. Two (2) release days per year per 1.0 FTE will be provided.

#### 7.2.9 RELEASE DAY FLEXIBILITY

When the District grants release days due to workload issues under Section 7.2.5, 7.2.6, 7.2.7, 7.2.8, 7.12, and 7.13 employees may choose to work off campus.

### SECTION 7.3 FORMATION OF LEADERSHIP TEAMS

By April 30th of each year the building principal shall prepare and communicate to staff and the SCEA president a written plan describing leadership team activities for the ensuing school year. The plan shall include:

- Estimated number and duration of meetings;
- Scope and expected result of the team's work;
- Participant responsibilities;
- The number of paid positions and whether/how stipends will be divided.

Certificated employees interested in serving on the School Leadership Team shall either submit to the principal a letter of interest or be nominated by another staff member. The nominating staff member shall provide a letter of nomination and support. A copy of the job description, initialed by the candidate staff member, shall accompany the letter. The names of all nominated staff shall be posted by the principal five days prior to closing. All letters of interest and nominations are due to the principal no later than May 15, or the last working day prior to May 15<sup>th</sup>.

The principal will review the list of nominees and select a team that provides the most effective leadership for the building with broad representation.

At the discretion of the principal, the building plan may call for division of the stipends to allow for broader representation of the leadership team.

Members of the leadership team seeking to remain on the team, must be nominated or apply in the spring of each year. Team members may serve a maximum of three (3) consecutive years. Certificated employees may reapply after one (1) or more years of non-service. In the event that no other employee is nominated and willing to make the commitment then Lincoln Hill/Lincoln Academy will be exempt from this provision.

The number of full stipends at each level shall be:

Elementary: 4  
Middle School: 5  
High School: 9  
Lincoln Hill/Lincoln Academy: 2

#### SECTION 7.4 CLASSROOM VISITATION

To provide patrons of the District and other observers with an opportunity to visit school classrooms, with minimal interruption to the student learning process, the following guidelines shall be utilized:

- A. All persons requesting visitation to any classroom during assigned student-teacher contact time, shall obtain prior approval of the appropriate principal
- B. The principal shall confer with the particular teacher involved for the purpose of arranging a mutually convenient classroom visitation time prior to granting approval of such visitation.
- C. The principal shall arrange for the particular teacher to have an opportunity to confer with classroom visitors, at some time prior to and/or subsequent to the scheduled visitation, provided that inability to arrange for any such conference or conferences shall not preclude approval of the visitation.
- D. If a series of visits to the same classroom is requested by the same person or group of persons, then a statement of purpose for the visitations shall be filed with the principal with a copy delivered to the particular classroom teacher.

## SECTION 7.5 EMPLOYEE FACILITIES

As reasonably practicable, in the sole judgment of the Board, the District shall provide the following:

- A. Space in each classroom to store instructional materials and supplies;
- B. A work area for employees containing equipment and supplies to aid in the preparation of instructional materials;
- C. A furnished faculty lounge area for the use of all employees;
- D. A serviceable desk, chair, and filing cabinet for each employee work station. If requested a secure storage space for confidential material will also be provided;
- E. A storage space for each employee's personal files and materials;
- F. A telephone in each building where reasonable privacy is assured for use of the faculty for district business, only;
- G. Workspaces for itinerant employees that are appropriate to their assignment and do not hinder the performance of their duties will be provided within two weeks of the beginning of a building assignment. Spaces that are actively used primarily for storage should not be considered for instructional purposes;
- H. A schedule of regular custodial services for each space that is used for instructional purposes;
- I. A designated printing station at each building that provides confidentiality; and
- J. Temporary solutions for temperature/ventilation problems in accordance with safety regulation.

## SECTION 7.6 SAFE WORKING CONDITIONS

It is the responsibility of the District to ensure that staff is working in a safe environment. Facilities will be maintained in a way that meets environmental health and safety standards per WAC 296-800-110.

In the event that an employee's work place is temporarily rendered unsafe as defined in the above provisions, the employee shall not be required to continue working at such work place until the unsafe conditions are remedied. Such employee may be temporarily relocated to another safe work place as specified by the District.

Employees are responsible to notify their elected safety representative of the District Safety Committee and the building principal in writing when an unsafe condition comes to their

attention. The principal will acknowledge receipt of the information about the unsafe condition within three (3) working days.

Employees will have access to current work order logs that provide information on the status of all work orders.

The process for being elected to the district-wide safety committee will be announced to certified staff prior to the establishment of the committee each year. The Association president may annually appoint one Association member to the district safety committee.

Classroom coverage will be provided for certificated employees serving on the committee as needed. When the committee meets outside the school day, participating certificated employees will be compensated at the per diem rate of pay.

Minutes documenting attendance and the issues discussed will be taken at the district safety meetings and will be posted at each worksite within the district.

#### SECTION 7.7 EMPLOYEE PROFESSIONAL EDUCATION

The District will annually sponsor at least thirty (30) Washington State clock hours or three (3) credits. At least five (5) of the sponsored clock hours must meet STEM requirements for certificate renewal. At least three (3) of the sponsored clock hours must meet requirements related to the knowledge and competency of the teacher evaluation criteria or system. Staff wishing college credits may apply for reimbursement thorough the rules of the tuition incentive program.

When the District provides in-service professional education, it shall post notice thereof as soon as practicable.

Such programs, if and when available, shall be at no cost to employees, except for transportation and materials.

Except for certification requirements, any employee who, as a condition of continued employment with the District, is required to take any such course, shall be reimbursed for any costs reasonably and necessarily incurred in connection therewith.

In order to assist the Board in determining the need for feasibility and desirability of providing any such in-service education, the Association shall appoint three (3) employees, whose duty it shall be to serve on an In-Service Education Advisory Committee with three (3) persons appointed by the Board. Said committee shall develop in-service education plans, from time to time and submit them to the Board with recommendations.

Nothing herein shall be construed to mean that the District is under any obligation to provide such in-service education.

## SECTION 7.8 SUMMER SCHOOL AND ADULT EDUCATION

No employee shall be required to accept a summer school assignment. Summer school employment shall not impact the employee's annual evaluation.

Summer school employment shall be provided for under the provision of a supplemental contract at per diem rate of pay times the number of hours the assigned summer school class is in session. In addition, instructors will be compensated for one (1) hour of preparation time for each five (5) hours of instruction time. Any training or other preparation required by the supervisor will be paid at per diem rate times the actual number of hours worked.

The initial search for qualified applicants will be limited to the Stanwood-Camano School District. Those teachers hired to fill the summer school positions will be issued a non-continuing supplemental contract for the salary amount. This stipend will be paid in one payment to be included in the first payroll warrant issued following completion of the assignment.

Both parties are aware that the program may be discontinued at the sole discretion of the District.

## SECTION 7.9 PURCHASE ORDER REQUEST FORMS

Purchase order request forms for equipment and supplies, including textbooks, shall be available to employees in each principal's office. Any employee submitting a purchase order request shall be entitled to know and shall be notified of the disposition of the order.

## SECTION 7.10 LAYOFF AND RECALL

### 7.10.1 CRITERIA

When the Board of Directors determines that conditions including lack of funds, program, or curriculum change warrant or require a reduction in certificated personnel, and when the required programs and positions have been determined by the Board, the determination of those certificated staff to be retained shall be made on the basis of certificate endorsements and seniority, in that order.

### 7.10.2 DEFINITION OF CERTIFICATE ENDORSEMENTS

Certificate endorsements shall be determined by the District based upon the Revised Code of Washington (State Law) and the Washington Administrative Code (WAC) State Regulations.

### 7.10.3 DEFINITION OF QUALIFICATIONS

An employee shall be deemed qualified for a position if he/she holds the required certificate endorsement.

#### 7.10.4 DEFINITION OF SENIORITY

Seniority shall mean Washington State experience recognized by the State for salary funding purposes, rounding to the nearest tenth.

By February 1 of each school year the Board will publish and distribute to all employees and the Association a seniority list ranking each employee from greatest to least seniority. Any employee who believes that his or her seniority is incorrect may file a Notice of Correction and provide documentation to the Human Resources office no later than March 1 for resolution. The final seniority list will be published and distributed to all employees and the Association by March 15. Any employee who believes that his or her seniority is incorrect may file a written grievance directly at Step 1 (Superintendent Level) and thereafter proceed to arbitration consistent with the Grievance Procedure.

In the event that more than one employee has the same seniority ranking, all employees so affected will be ranked in accordance with the total seniority as certificated employees in the District from greatest to least.

In the event that more than one employee has the same seniority ranking after applying the above provision, preference shall be given to the employee who has at that time the greater number of quarter equivalents of college credit beyond the BA degree as evidenced by college transcripts the employee has placed on file in accordance with provisions of Section 6.3.5 Education Credits.

In the event that more than one individual employee has the same seniority ranking after applying the above provisions, all employees so affected shall participate in a drawing, by lot, to determine position on the seniority list. The Association and all employees so affected shall be notified in writing of the date, place and time of the drawing. The drawing shall be conducted openly and at a time and place which will allow affected employees and the Association to be in attendance.

#### 7.10.5 RECALL PROCEDURE

All teachers receiving, on or before May 15, a layoff notice shall be subject to recall as provided below, during the academic school year immediately following such notice. It is understood and agreed that, although employees properly laid off pursuant to the terms hereof do not have a continuing contract guaranteeing them a certificated employment position and a salary for the forthcoming fiscal year, each laid-off teacher shall be considered as to have employment status with the District for purpose of recall.

A laid-off employee shall be considered to have employment status with the District for the purpose herein defined for three (3) years immediately following August 31 of the year the employee is laid off. Such employment status may be extended upon employee request at the discretion of the Board.

In the event that additional vacancies or new positions become available in the District, the Board shall first recall all employees who have been laid off in accordance with these provisions



before employing additional persons to fill such positions, so long as the qualification requirements are met. Employees with the greatest seniority and necessary qualifications as provided herein shall be recalled to available positions first.

The Board shall give written notice of recall from layoff by sending a registered or certified letter to said employee at his/her last known address. The employee's address as it appears on the Board's records shall be conclusive when used in connection with layoffs, recall, or other notice to the employee. It shall be the responsibility of the employee to notify the Board of any change in address. Failure to accept an offered position within fourteen (14) calendar days from the date of such offer shall terminate all of the employee's employment rights with the District. It is understood that the layoff and recall provisions set forth in Section 7.10 shall not apply to any "provisional employee" as such employees are defined in current State law.

#### 7.10.6 LAYOFF BENEFITS

Substitute teaching positions shall be offered to interested teachers on recall, in rotating alphabetical order, before any other person is offered such a position.

All benefits to which a teacher was entitled at the time of his/her layoff, including unused accumulated sick leave will be restored to the teacher upon his/her return to active employment and the teacher will be placed on the proper step of the salary schedule for the teacher's current position according to the teacher's experience and education.

#### 7.10.7 APPEALS

Except for challenges to placement upon the seniority list, layoffs shall not be subject to the grievance procedures set forth in Article IX and any appeal shall precede in accordance with the applicable provisions of the Revised Code of Washington (State Law), as in the case of other discharges, non-renewals or adverse actions affecting contract status.

### SECTION 7.11 SELECTION OF INSTRUCTIONAL MATERIALS

The Board and Association agree that the success of the District in meeting the needs of students and teachers depends to a great extent upon the range and quality of the instructional materials available to students and teachers. Every effort shall be made to provide the text books, periodicals, audio visual materials and other resources essential to an effective instructional program. Because of the rapid expansion of knowledge, it is essential that the school curriculum reflect this expansion. Consequently, selection of suitable instructional materials from the best available materials is a continuing process. Therefore, the District agrees to periodically review and revise, as necessary, the current policies on "Selection of Instructional Materials", in accordance with RCW 28.A.320.230 and WAC 392-190-055.

The District recognizes that where substantial changes in instructional materials and/or curriculum are implemented, some degree of additional preparation may be necessary to best utilize individual employees in the District's programs. Accordingly, any such employee may request that the Board provide for additional preparation in such manner as the Board, in its

discretion deems appropriate, provided any such additional preparation prescribed shall be at no cost to the employee.

### SECTION 7.12 EMPLOYEE WORKLOAD

The recommended maximum numbers of students per class are:

Preschool	12
Kindergarten	19
1st Grade	20
2nd Grade	21
3rd Grade	21
4th Grade	25
5th Grade	25
6th Grade	27
7th/8th Grade	28
9-12th Grade	28
Weight Training (MS/HS)	28
Physical Education (MS/HS)	35

Recommended elementary maximum numbers of students per class apply to elementary specialists' classes. Elementary specialists shall not be required to take on more than one class at the same time, virtually or otherwise, except in very rare situations at which time the compensation provisions of Section 4.11 shall apply. This does not apply to inclusion of students in special programs such as PBS or ASSIST, although such students will be counted in class size calculations.

Grades 6-12 not to exceed 140 total students per day. Physical education classes not to exceed 175 total students per day.

Secondary classes such as band, choir, and drama are exempt from the provisions above.

For grades 6-12, teachers with four or more classes with different course titles for which to prepare shall be provided with one day of release time per semester. This release time does not apply to special education teachers.

The recommended maximum total caseloads for the following employees are:

ASSIST Teacher:	12
Behavior Program Teacher:	10
Transition Program Teacher:	20
Resource Room Teacher:	32
Preschool Teacher:	22
Occupational Therapist (OT)/Physical Therapist (PT):	40
Speech Language Pathologist (SLP):	50
English Language Learner (ELL) Teacher (pull-out):	90

LHHS Independent Teacher (per .2 certificated FTE):	14
Saratoga Teacher Caseload (per .2 certificated FTE):	10
Counselor:	350

The caseload number for Occupational Therapists, Physical Therapists, and Speech and Language Pathologists will be determined by multiplying the number of IEPs associated with self-contained special education programs (i.e. ASSIST, Preschool, Behavior Program) by .25 and adding that number to their caseload count.

As practical, for the purpose of balancing workload, the caseload number of Psychologists will utilize the same multiplier.

The following provisions apply to certificated staff who have more than the recommended maximum total class sizes or caseloads.

#### Workload Relief

- A. Enrollment Dates to Calculate Assistance: Student enrollment shall be monitored quarterly for purposes of determining class size/caseload assistance as provided herein. Building Principals will have the first ten (10) days of each quarter to balance class sizes. If class sizes are still above the recommended maximum, certificated employees in overload status will receive payment as indicated in subsection C below. Payment will be made in the month of the last day of the quarter.
- B. The District shall allocate \$195,000 in 2021-2022 and \$300,000 beginning 2022-2023, to address classes over the recommended class size limits or caseloads. The allocations above will be divided equally between the four quarters of the school year. Any leftover funds will be rolled into the following year's fund for class overage.
- C. Payment:
  1. For one to two (1-2) students over the maximum total class size/caseload:
    - a. Elementary teachers who exceed the recommended class size: \$550 per quarter
    - b. Elementary specialists who exceed the recommended class size: \$16 per class session, counting each qualified session over the course of a school week.
    - c. Secondary teachers who exceed 140 total students: \$550 per quarter
    - d. Secondary teachers with one or more classes over the maximum: \$110 per class per quarter
    - e. Secondary teachers will receive payment for either individual classes that are above the maximum or for the total caseload above 140 but not both

2. For three plus (3+) students over the maximum total class size/caseload:

- a. Elementary teachers who exceed the recommended class size: \$1,100 per quarter
  - b. Elementary specialists who exceed the recommended class size: \$32 per class session, counting each qualified session over the course of a school week
  - c. Secondary teachers who exceed 140 total students: \$1,100 per quarter
  - d. Secondary teachers with one or more classes over the maximum: \$220 per class per quarter
  - e. Secondary teachers will receive payment for either individual classes that are above the maximum or for the total caseload above 140 but not both
- D. Options other than additional compensation to the employee qualifying for assistance may be considered by mutual agreement between the employee and the Human Resource Director.

### Split Classes

The District will make every effort to avoid assigning elementary split classes. However, when an elementary teacher is assigned to teach a class that is a combination of grade levels, consideration will be given to class size and composition. A half-time certificated classroom teacher will be provided to each classroom teacher teaching a split class. In addition, 2 days of professional development will be provided to teachers teaching split classes. If a regular elementary classroom teacher has additional students during math, literacy, science or social studies as a result of split classes, workload relief will be based on the number of students taught during that time. If the split class certificated teacher is teaching science and/or social studies to the combined group, then they will be provided unique curricula in those areas so that students don't repeat instructional units from the previous or in the following year. Certificated staff assigned to teach a split class will not be assigned a split class the following year unless they specifically request to do so.

In recognition of the additional paperwork and workload demands placed on secondary teachers who are assigned an advisory class, the following will apply:

- Advisory programs are at the discretion of each building.
- Decisions regarding advisory will include input from teachers who will be expected to teach an advisory period(s).
- Ten minutes of each Professional Development Wednesday will be set aside for staff to prepare for advisory.
- Advisory will not take the place of counseling services or counselors. Advisors will not have the final responsibility for credit counseling, graduation requirements, or scheduling decisions. Advisors will refer students to appropriate staff.

Any employee who believes his or her workload to be in excess of the recommended maximum may request the building administrator investigate said teacher's workload situation and report to the Board thereon with appropriate recommendations.

It is understood and agreed that the Board has the sole authority and responsibility for determining the employee workload and that recommendations shall be advisory only and shall not be binding, in any way, upon the Board. Any Board action or inaction relative to employee workloads shall not be subject to the grievance procedure set forth in Article IX.

#### SECTION 7.13 FULL DAY KINDERGARTEN

In order to facilitate the Full Day Kindergarten Program (FDK), the District and the Association agree to the following:

1. All new Kindergarten teachers who have not received WaKIDS training shall receive training prior to the start of the school year or as soon as possible thereafter as scheduled by Educational Service District 189. Teachers in attendance at the training will receive per diem rate of pay for training hours.
2. Kindergarten teachers will conduct Family Connection Meetings for the first three days of the school year. Students will attend these meetings with a parent or guardian during their assigned time. An evening meeting time will be offered for families who cannot attend during the day. Teachers participating in the evening meeting will receive equivalent time off either during the three days of meetings or at another time as agreed upon by the principal and the teacher. Family Connection Meetings will be scheduled every 30 minutes with the expectation that the length of the conference will be approximately twenty (20) minutes with a ten (10) minute buffer between meetings.
3. The first full day of school for Kindergarten students will be the fourth day of the school year.
4. Employees will have until the date set by the state to complete the WaKIDS assessments and record assessment data following the WaKIDS protocol. Teachers will be given two (2) days of release time or compensation for two (2) days at per diem rate of pay to complete assessments and data input. Teachers who are .5 will be given one (1) day of release time or one (1) day of compensation at per diem rate of pay.
5. In the first and second half of the academic school year full-time Kindergarten teachers will receive one (1) day of release time and half-time Kindergarten teachers will receive one half (.5) day of release time to complete academic assessment(s).

#### SECTION 7.14 STUDENT PLACEMENT

Each elementary building principal, with input from staff, shall communicate to staff a plan describing elementary student placements for the following year.

Principals will make a good faith effort to communicate changes that are made after initial student placements are complete.

ARTICLE VIII  
EVALUATION, CERTIFICATED STAFF CRITERIA AND PROCEDURES

SECTION 8.1 PURPOSE STATEMENT

The evaluation procedures set forth herein shall be to improve the educational program by improving the quality of instruction. The evaluation process shall recognize strengths, identify areas needing improvement, and provide support for professional growth.

The parties agree that the evaluation system is to be implemented in a manner consistent with good faith and mutual respect and as defined in RCW 28A.405.110 "(1) An evaluation system must be meaningful, helpful, and objective; (2) an evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying areas needing improvement; (3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and (4) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity."

It is also the belief of both parties that the evaluation process will be most effectively implemented when there is strong collaboration between the evaluator and the bargaining unit member.

SECTION 8.2 STRUCTURE OF EVALUATION

8.2.1 APPLICABILITY

The Teacher/Principal Evaluation Project (TPEP) only applies to classroom teachers, specifically those staff with an assigned group of students who provide academically focused instruction for students.

The term "classroom teacher," for the purposes of evaluation, does not include Elementary Reading Specialists, Elementary Computer Teachers, Elementary Physical Education Teachers, Elementary Music Teachers, Pre-School Teachers, ASSIST Teachers, Behavior Program Teachers, ELL Teachers, Instructional Coaches, On-Time Graduation Specialists, Librarians, Nurses, SLPs, OT/PTs, Psychologists, Counselors, and other bargaining unit members who do not work with regularly recurring and specifically defined groups of students. Those bargaining unit members who do not meet this definition will remain under the previous evaluation system, as defined in Section 8.4 of this Agreement.

### 8.2.2 PROFESSIONAL DEVELOPMENT

Prior to being evaluated under this Article the District shall provide professional development relevant to the framework and evaluation process. Teachers shall receive adequate professional development to comprehend the framework and understand the evaluation process. Professional development shall be planned jointly by SCEA and District representatives.

Each employee will be provided a copy of the evaluation criteria, observation forms, Student Growth Goal Setting forms, and other procedural components for either the comprehensive or focused evaluation, depending upon the employee's placement. Principals will provide the material noted above to employees under their supervision within fifteen (15) days prior to their first observation or by September 30, whichever is sooner. Employees hired after September 30 will receive materials specific to the comprehensive evaluation within fifteen days of employment.

No teacher shall be evaluated by an evaluator who has not been trained in observation, evaluation, and the use of the specific instructional framework and rubrics contained in this agreement.

### 8.2.3 DEFINITIONS

1. **Criteria** - One of the eight state defined categories to be scored.
2. **Component** - A subsection of each criteria which provides more information about each criteria.
3. **Observe or Observation** – The gathering of evidence made through classroom or worksite visits, or other visits, work samples, or conversations that allow for the gathering of evidence of the performance of assigned duties for the purpose of examining evidence over time against the instructional framework rubric. As appropriate, the evaluation may include the observation of duties that occur outside of the classroom setting.
4. **Artifact** - A product developed or used by a teacher as part of his/her on-going work. The tools and forms used as part of the evaluation process may be artifacts.
5. **Evidence** - Examples of work or observable practice. Evidence is derived from day to day work. Information obtained from anonymous sources is not considered evidence. Information obtained from student and parent sources is not considered evidence unless substantiated. Student and parent surveys are not considered evidence.
6. **Student Growth** - The change in student achievements between two points in time in the current school year.
7. **Student Growth Data** - Data obtained from relevant and appropriate multiple measures. Measures may include both formative and summative assessments that predominately originate at the classroom level and are initiated by the teacher such as classroom based assessments, school based assessments, and district assessments.
8. **Not Satisfactory** - When a teacher receives a Level 1, Unsatisfactory summative score (1) or a Level 2 Basic (2) if the classroom teacher is on a continuing contract with more than five years teaching experience and the teacher received a Level 2 comprehensive summative evaluation rating for two consecutive years or for two years within a consecutive three year period.

9. **Evaluator** - A certificated administrator who has been trained in observation, evaluation and the use of the specific instructional framework and rubrics contained in this agreement.

#### 8.2.4 STATE CRITERIA, FRAMEWORK, AND SCORING

##### A. The state evaluation criteria are:

1. Centering instruction on high expectations for student achievement;
2. Demonstrating effective teaching practices;
3. Recognizing individual student learning needs and developing strategies to address those needs;
4. Providing clear and intentional focus on subject matter content and curriculum;
5. Fostering and managing a safe, positive learning environment;
6. Using multiple data elements to modify instruction and improve student learning;
7. Communicating and collaborating with parents and the school community; and
8. Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.

##### B. Instructional Framework

The parties have agreed to the adopted evidence-based instructional framework developed by the University of Washington's Center for Educational Leadership (CEL) known as the 5 Dimensions of Teaching and Learning (5D) and approved by OSPI. The instructional framework is included in Appendix J.

Upon mutual agreement the parties may select a different OSPI-approved instructional framework.

##### C. Criteria Performance Scoring

1. The following four-level rating system will be used to evaluate certificated classroom teachers as defined in section 8.2.1. The rating describes performance along a continuum that indicates the extent to which the criteria have been met or exceeded. The performance ratings are:
  - i. Level 1 - Unsatisfactory;
  - ii. Level 2 - Basic;
  - iii. Level 3 - Proficient;
  - iv. Level 4 - Distinguished.
2. A classroom teacher will receive one of the four performance ratings for each of the eight criteria.
3. The average of the component scores in each criterion will be the score for that criterion.



#### D. Summative Performance Rating for the Comprehensive Evaluation

A classroom teacher shall receive a summative performance rating for each of the eight (8) state evaluation criteria. The overall summative score is determined by totaling the eight (8) criterion-level scores as follows:

1. 8-14 – Unsatisfactory
2. 15-21 – Basic
3. 22-28 – Proficient
4. 29-32 – Distinguished

Summative scores including a fractional number (for example 28.6) will be rounded to the nearest whole number. Scores with a fractional number of .5 or higher will be rounded up while anything less than a .5 will be rounded down. For example, a score of 28.6 would become 29 while a score of 28.3 would become 28.

#### E. Student Growth Criterion Score for the Comprehensive Evaluation

Embedded in the instructional framework are five (5) components designed as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. Evaluators add up the raw score on these components and the employee is given a score of low, average or high based on the scores below:

1. 5-12 – Low
2. 13-17 – Average
3. 18-20 – High

Student growth data will be taken from multiple sources, and must be appropriate and relevant to the teacher's assignment. The teacher will identify the formal and informal assessments of student progress they propose to use to measure student progress on the student growth goal setting template (Appendix K). During the goal setting conference the employee and his/her evaluator will discuss identified student growth goals and assessments used to measure identified goals. The teacher and evaluator will reach consensus regarding final goals and assessments. If the teacher and evaluator are unable to reach consensus, the teacher's decision will stand if the employee was evaluated at a proficient level or above in the previous year. If the employee is a provisional employee or is a continuing employee rated below proficient in the previous year, the evaluator's recommendation will stand.

The following are the outcomes of the student growth impact rating analysis:

1. If a teacher receives a 4 – Distinguished summative score and a Low student growth score, he/she must be automatically moved to the 3 – Proficient level for his/her summative score.
2. If a teacher receives a 1 – Unsatisfactory on any of the five student growth components, it will trigger the student growth inquiry plan.

3. Within two months of receiving a Low on student growth or at the beginning of the following school year, whichever is sooner, the teacher will identify and the evaluator must initiate one of the following:
  - a. Examine student growth data in conjunction with other evidence including observation, artifacts, and other student and teacher information based on appropriate classroom, school district, and state-based tools and practices and/or;
  - b. Examine extenuating circumstances which may include one or more of the following:
    - i. Goal setting process;
    - ii. Content and expectations;
    - iii. Student attendance;
    - iv. Extent to which curriculum, standards and assessment are aligned; and/or
  - c. Schedule monthly conferences focused on improving student growth to include one or more of the following topics:
    - i. Student growth goal revisions, refinement, and progress;
    - ii. Best practices related to instruction areas in need of attention;
    - iii. Best practices related to growth data collection and interpretation; and/or
  - d. Create and implement a professional development plan to specifically address student growth areas.

## SECTION 8.3 PROCEDURES OF THE EVALUATION SYSTEM

### 8.3.1 PROCEDURAL COMPONENTS OF EVALUATION

#### A. Notification

Each teacher will be notified by September 20th of his/her evaluator and which form will be used for evaluation.

#### B. Teacher Self-Assessment

1. Prior to the Pre-Observation Conference, the teacher may choose to complete a Self-Assessment form.
2. No teacher will be required to complete or share the Self-Assessment form with his/her evaluator.

### C. Student Growth

1. **Goal Setting:** The teacher shall identify a student growth goal for Components SG-3.1, SG-6.1 and SG-8.1 on a Goal Setting form. The goal for SG-6.1 and SG-8.1 may be the same goal. During the goal setting conference, the employee and his/her evaluator will discuss the identified student growth goals. The teacher and evaluator will reach consensus regarding the goal(s). If the teacher and evaluator are unable to reach consensus, the teacher's decision will stand if the employee was evaluated at a proficient level or above in the previous year. If the employee is a provisional employee or is a continuing employee rated below proficient in the previous year, the evaluator's recommendation will stand.
2. **Timeline:** The Student growth cycle must be completed by May 1.

### D. Artifacts and Evidence

1. The evaluator will collect and share artifacts and evidence necessary to complete the evaluation.
2. The teacher may, but shall not be required to provide additional artifacts and evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom. The evidence provided by the teacher will be discussed at the post conference and as appropriate will be included on the negotiated form and be used to determine the final evaluation score.

### E. Unscheduled (Informal) Observations

1. An unscheduled (sometimes referred to as informal) observation is a documented observation that is not required to be pre-scheduled. Additional informal observations may be necessary to collect additional evidence.
2. An evaluator may conduct any number of unscheduled observations.
3. Observations do not have to be in the classroom. Department or collegial meetings may be used for unscheduled observations.
4. Unscheduled observations may be documented in writing and if documented, a copy will be provided to the teacher within three (3) days of completion of the form and not more than 10 working days from the time of the unscheduled observation. If there is an area of concern based upon any such unscheduled observation, the written documentation of the observation must be provided to the teacher in order for that evidence to be used in the evaluation process.
5. Any time after an unscheduled observation a teacher may request a conference with the administrator to discuss the observation.

## F. Record-Keeping and Utilization of eVAL

The District shall adhere to the following:

1. The final evaluation form and teacher's written comments, if applicable shall be moved to the teacher's personnel file at the end of the school year.
  2. Evaluators shall notify the teacher of any additional evidence submitted to eVAL within forty-eight (48) hours.
  3. Teachers shall not be required to share self-assessment information utilized within the eVAL system.
  4. Teachers shall not be required to use the eVAL tool if an acceptable alternative is available.
  5. Any and all data entered into eVAL shall be considered confidential. The District will give notice to the affected teacher and the Association president if a public records request is made for any evaluation material.
  6. All observations shall be conducted openly. Mechanical or electronic devices shall not be used to listen to or record the procedures of any class.
- G. The school district superintendent may make a determination to remove an employee from provisional status if the employee has received a summative rating of Proficient (3) or Distinguished (4) during the second year of employment by the district.

### 8.3.2 COMPREHENSIVE EVALUATION

A Comprehensive Evaluation will include evaluation of all eight state criteria. A teacher eligible for Focused Evaluations must complete a Comprehensive Evaluation once every six (6) years.

#### A. Pre-Observation Conference

The pre-observation conference shall be held prior to each scheduled observation. The teacher and evaluator will mutually agree when to conference. The purpose of the pre-observation conference is to discuss the employee's goals, establish a date for the scheduled observation, and discuss such matters as the professional activities to be observed, their content, objectives, strategies, and possible observable evidence to meet the scoring criteria. The Pre-Observation Conference Form for scheduled observations (Appendix R) will be used for this meeting for those on TPEP.

It shall be the employee's duty to specify, in writing, any conditions existing at that time, which the employee believes impair his or her ability to perform. A teacher whose workload exceeds any recommended maximums pursuant to section 7.12 shall be entitled to have a notation placed on the teacher's summative evaluation report specifying the assigned

workload and the extent to which it exceeds the recommendations of Section 7.12. It shall be the duty of the evaluator to duly note on the observation form or summative evaluation report and consider the affect, if any, of such workload or other specified conditions upon the employee's performance.

#### B. Scheduled (Formal) Observations

1. At least two (2) scheduled observations shall be conducted by the evaluator, provided the observation shall not interfere unreasonably with the normal teaching-learning processes of the class, and provided further that employees whose assignments require their performance of duties at more than one building in the district shall have one evaluator assigned to observe according to the procedures set forth in Article VIII. At least three (3) scheduled observations shall be conducted by the evaluator for employees in their third year of provisional status.
2. The first of at least two (2) scheduled observation cycles (including post-observation conference) for each employee shall be conducted by January 1. The total annual observation time cannot be less than sixty (60) minutes. No scheduled observation will be less than twenty (20) minutes in length. At least one of the scheduled observations shall not be less than thirty (30) minutes in length. A teacher may request additional observations. The total annual observation time cannot be less than ninety (90) minutes for employees in their third year of provisional status.
3. The observations will occur no later than ten (10) days after the pre-observation meeting.
4. Observations will not take place on the day before winter or spring break or on half and early release days unless agreed to by the employee.
5. The evaluator will document all scheduled observations using the negotiated form and provide copies to the employee within three (3) days after the completion of the form and not more than ten (10) working days from the time of the observation date. The teacher shall sign the observation form to indicate receipt. The signature of the teacher does not, however, necessarily imply that the employee agrees with the observation's content.
6. The second scheduled observations will occur prior to May 1<sup>st</sup>. The observation will occur no later than ten (10) days after the pre-observation meeting.

#### C. Post-Observation Conference

1. A post-observation conference will take place after each scheduled observation.
2. The post-observation conference between the evaluator and the teacher will be held no later than ten (10) working days after the scheduled observation. For each day of leave taken by the teacher, the timeline to meet is extended by that amount of time.

3. The purpose of the post-observation conference is to review the evaluator's and teacher's evidence related to the scoring criteria during the observation and to discuss the teacher's performance.
4. If there is an area of concern, the evaluator will identify, in writing, specific concerns for the applicable criteria and provide possible recommendations for improvement.
5. The teacher may attach written comments to observations.

#### D. Summative Evaluation Conference

1. No later than June 1, the evaluator and teacher shall meet to discuss the teacher's summative evaluation. For those on TPEP, the summative evaluation, including the student growth score, must be determined by an analysis of evidence over the course of the year.
2. All evidence, measures and observations used in developing the summative evaluation score must be a product of the school year in which the evaluation is conducted.
3. The teacher will sign two (2) copies of the Summative Evaluation Report to indicate receipt of the document. The signature of the teacher does not, however, necessarily imply that the employee agrees with its contents.
4. Teachers shall have the right to attach additional comments or a rebuttal to the Summative Evaluation.

#### E. Peer Evaluation

Unit members shall not be asked or required to evaluate their peers whether full-time, part-time, or substitute employees.

### 8.3.3 EVALUATION RESULTS

#### A. Evaluation results shall be used:

1. To acknowledge, recognize, and encourage excellence in professional performance.
2. To document the level of performance by a teacher of his/her assigned duties.
3. To identify specific areas in which the teacher may need improvement according to the criteria included on the evaluation instrument.
4. To document performance by a teacher judged unsatisfactory based on the district evaluation criteria.

B. Evaluation results shall not be:

1. Shared or published without notification to the individual and Association.
2. Used to determine any type of base or additional compensation.

C. Evaluators shall base individual scores on a teacher's performance of his/her assigned duties. Nothing prohibits an evaluator from evaluating all teachers as Distinguished within a school.

#### 8.3.4 SUPPORT FOR BASIC CONTINUING EMPLOYEES

A. The Association will be notified when any teacher is judged below Proficient or judged Unsatisfactory on his or her summative evaluation.

B. When a teacher is judged below Proficient (3), additional support will be provided to support the employee's professional development the school year following the Below-Proficient rating:

1. The teacher shall be granted release time to observe a colleague if appropriate to the area of concern.
2. Written feedback regarding the observed deficiencies with recommendations or directives for improvement that include examples and/or strategies where appropriate.
3. The maximum number of students per class shall not exceed two fewer than the recommended maximum class sizes as outlined in Section 7.12 as long as doing so does not cause other class sizes to exceed the recommended maximums in this agreements.

C. Other options for support may be utilized to assist the teacher as determined by the District. Examples may include:

1. Release time to attend relevant in-service or training, if training is available, that is appropriate to the employee's area of concern.
2. The teacher will be assigned to only one work location if possible.
3. The building administrator will conduct additional observations with written feedback.
4. A mentor or coach may be assigned to provide support if appropriate to the need.
5. At grades 6-12, limiting the number of preparations to no more than three classes with different titles unless the employee is the only teacher teaching in a content area or a limited number of teachers in a single content area restrict the District's ability to limit preparations.

### 8.3.5 SUPPORT FOR PROVISIONAL EMPLOYEES PRIOR TO NON-RENEWAL

Before non-renewing a provisional teacher, the evaluator shall have made a good faith effort beyond the minimum requirements of the evaluation process to assist the teacher in making satisfactory progress toward remediating deficiencies. A good faith effort shall include:

- A. The District shall provide written notice to the Association when support begins for an employee.
- B. Written feedback to the employee regarding deficiencies with recommendations or directives for improvement that include examples or strategies where appropriate;
- C. Where time permits and where deemed appropriate by the District, a written description of the assistance and services the District will provide to the teacher to improve his/her performance;
- D. A completed comprehensive evaluation conducted in accordance with Section 8.3.2; and
- E. Written notice of intent to non-renew will be provided to the teacher and the Association prior to May 15.

### 8.3.6 PROBATION

Provisional employees shall be specifically excluded from this probationary procedure, provided, before non-renewing a provisional employee for alleged performance deficiencies, the evaluator shall have made a good faith effort beyond the minimum requirements of the evaluation process as noted in Section 8.3.5 (Support for Provisional Employees).

At any time after October 15, a classroom teacher whose work is judged not satisfactory based on the scoring criteria shall be placed on probation and notified in writing of the specific areas of deficiencies and provided a suggested written specific and reasonable plan of improvement.

- A. A classroom teacher's work is not judged satisfactory, and therefore shall be placed on probation, when the overall comprehensive score is 1 – Unsatisfactory. A continuing contract teacher under RCW 28A.405.210 with more than five (5) years of teaching experience whose comprehensive summative evaluation score is 2 – Basic for two (2) consecutive years or for two (2) years within a consecutive three (3) year time period shall also be placed on probation. Staff evaluated using 5240 series of evaluation will be placed on probation when the overall summative score is Unsatisfactory.
- B. Teachers may only be placed on probation from the Comprehensive evaluation system described above.
- C. In the event that an evaluator determines that the performance of a teacher under his/her supervision merits probation, the evaluator shall report the same in writing to the Superintendent. The report shall include the following:



1. The evaluation report prepared pursuant to the provisions of Section 8.3.1 above (Procedural Components of Evaluation), and
  2. A recommended specific and reasonable program designed to assist the teacher in improving his or her performance.
- D. If the Superintendent concurs with the evaluator's judgment that the performance of the employee is unsatisfactory, the Superintendent shall place the teacher in a probationary status for a period of not less than sixty (60) school days, any time after October 15. The probationary period may extend into the following school year if the teacher has more than five (5) years of teaching experience and has a comprehensive summative rating as of May 15<sup>th</sup> of 1 – Unsatisfactory, or Unsatisfactory. Before being placed on probation, the Association and the teacher shall be given notice of action of the Superintendent which shall contain the following information:
1. Specific areas of performance deficiencies identified from the instructional framework;
  2. A suggested specific and reasonable program for improvement;
  3. A statement indicating the duration of the probationary period and that the purpose of the probationary period is to give the teacher the opportunity to demonstrate improvement in his or her area or areas of deficiency.
- E. The establishment of the probationary period and the giving of the notice to the employee shall be by the School District Superintendent and need not be submitted to the Board of Directors for approval.
- F. A plan of improvement will be developed and will include the specific areas of deficiency along with a specific and reasonable program for improvement, which shall include specific measurable objectives and examples or strategies as appropriate designed to assist the particular employee to overcome the specific deficiency(ies). The plan will also include assistance to be provided. The teacher and/or his or her Association representative may request modification of the program for improvement prior to program implementation. The plan will include a system for periodic feedback during the term of probation, supports provided and funded by the District, and the dates those supports will be put in place.
- G. Evaluation During the Probationary Period
1. At or about the time of the delivery of a probationary letter, the evaluator shall hold a personal conference with the probationary teacher to discuss performance deficiencies and the remedial measures to be taken.
  2. Once the areas of deficiency and criteria for improvement for the probation plan have been determined, they may not be changed.
  3. During the probationary period the evaluator shall observe and meet with the probationary teacher at least twice monthly to supervise and make a written evaluation of

the progress, if any, made by the teacher. The provisions of Section 8.3.1 F above (Recordkeeping) shall apply to the documentation of observation reports during the probationary period.

4. The probationary teacher may be removed from probation at any time if he or she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his/her notice of probation.
  5. Should the evaluator not authorize an additional evaluator, the probationary teacher may request that an additional certificated evaluator become part of the probationary process and the request must be granted. This evaluator will be assigned by the ESD and will be jointly selected by the District and the Association from a list of evaluation specialists compiled by the ESD.
  6. The Association reserves the right to use a third party evaluator to inform the Association of any progress made by the probationer. The Association will arrange with the district-appointed evaluator in advance of any observations that will occur by the third party evaluator.
- H. A teacher who is on a plan of improvement must be removed from probation if he or she has demonstrated improvement in the areas prescribed as deficient. The teacher must be removed if a teacher with five (5) or fewer years of experience scores at 2 – Basic or above and a teacher of more than five (5) years scores at 3 – Proficient or above, or a Satisfactory rating on 5240 series evaluation form.
- I. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer constitutes grounds for a finding of probable cause under RCW 28.A.405.210.
- J. Evaluator’s Post-Probation Report – Unless the probationary teacher has previously been removed from probation, the evaluator shall submit a written report to the Superintendent at the end of the probationary period which report shall set forth one (1) of the following recommendations for further action:
1. That the teacher has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status; or
  2. That the teacher has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status if accompanied by a letter identifying areas where further improvement is required; or
  3. A probation period may be extended into the following school year if a teacher has five or more years experience and has a comprehensive summative evaluation performance rating of less than level two (2) as of May 15th.

4. That the teacher has not demonstrated sufficient improvement in the stated areas of deficiency and action should be taken to non-renew the employment contract of the teacher.

K. Action of the Superintendent – Following a review of the post-probation report the Superintendent shall determine which of the alternative courses of action is proper and shall take appropriate action to implement such determination.

L. Records relating specifically to the probation of an employee and which are utilized for no other purpose shall be destroyed, upon request by such employee, following the expiration of six (6) years after the successful termination of such employee's probation; provided, there are no related intervening deficiencies noted in said employee's evaluation reports.

M. If a procedural error occurs in the implementation of the probationer's plan for improvement, the error does not invalidate the plan for improvement or evaluation activities unless the error materially affects the effectiveness of the plan or the ability to evaluate the probationer's performance.

#### 8.3.7 NON-RENEWAL (DISCHARGE)

When a continuing contract teacher with five (5) or more years of experience receives a comprehensive summative evaluation rating of 1 – Unsatisfactory for two (2) consecutive years, the District shall, within ten (10) days of the completion of the Final Evaluation Conference or May 15<sup>th</sup>, whichever occurs first, implement the teacher notification of non-renewal (discharge) as provided in RCW28A.405.300.

The teacher who is, at any time, issued a written notice of probable cause for non-renewal or discharge by the Superintendent pursuant to this Article shall have ten (10) days following receipt of said notice to file any notice of appeal as provided by statute.

### SECTION 8.4 EVALUATIVE CRITERIA

Section 8.4 of this Agreement applies to non-classroom teachers. For the purposes of evaluation in this section, the term non-classroom teachers refers to Elementary Reading Specialists, Elementary Computer Teachers, Elementary Physical Education Teachers, Elementary Music Teachers, Pre-School Teachers, ASSIST Teachers, Behavior Program Teachers, ELL Teachers, Instructional Coaches, On-Time Graduation Specialists, Librarians, Nurses, SLPs, OT/PTs, Psychologists, Counselors and other bargaining unit members who do not work with regularly recurring and specifically defined groups of students. The following sections do not apply to staff evaluated on the 5240 series forms: Section 8.2; 8.3.1.B; 8.3.1.C; 8.3.1.D; 8.3.1.G.

The minimum criteria for the evaluation of the professional performance capabilities and development of certificated classroom teachers and certificated support personnel, as established and amended from time to time by the Superintendent of Public Instruction, pursuant to the 1975-76 Laws of Washington, Ch. 115, Section 3, 2d Ex Sess., as now or hereinafter amended, shall be incorporated into this Agreement by reference as if fully set forth herein.

#### 8.4.1 TEACHING EMPLOYEES ON 5240 SERIES OF EVALUATION

The evaluative criteria herein set forth pursuant to WAC 392-191-010 shall be utilized by the evaluator in performing the annual evaluation of each certificated classroom teaching employee. The indicators listed below each criteria are guides intended to assist the evaluator in judging whether the employee is meeting the criteria.

The evaluator shall decide which indicators, if any, are appropriate for the particular employee being evaluated.

**Criterion 1: KNOWLEDGE OF SUBJECT MATTER.** The certificated teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) appropriate to the elementary and/or secondary level(s).

##### Performance Indicators

- 1.1 Demonstrates knowledge and understanding of state educational goals and district adopted curriculum as the frame work for subject matter;
- 1.2 Shows interest in subject(s) taught;
- 1.3 Presents content accurately;
- 1.4 Teaches processes and skills appropriate to the subject area and to the students' abilities;
- 1.5 Keeps abreast of developments in subject matter and issues related to teaching;
- 1.6 Considers relationship between one's subject matter and other disciplines/subjects;
- 1.7 Relates subject matter to life experiences and student interests.

**Criterion 2: INSTRUCTIONAL SKILL.** The certificated classroom teacher demonstrates in his or her performance a competent level of knowledge and skill in designing and implementing an instructional experience.

#### A. PLANNING

##### Performance Indicators:

- 2.1 Uses available district and state curriculum documents to design short and long range plans;
- 2.2 Develops a variety of instructional strategies and experiences to meet the learning needs of students;
- 2.3 Develops quality assessments aligned with lessons and units;
- 2.4 Applies consistent grading standards using benchmarks where appropriate.

#### B. INSTRUCTION

##### Performance Indicators:

- 2.5 Implements an instructional plan:
  - a. Communicates objective and evaluative criteria to students;
  - b. Provides clear directions to students;
  - c. Models expectations for students;
  - d. Continuously checks for student understanding and modifies instruction accordingly;

- e. Uses appropriate guided, group, and independent practice;
- 2.6 Uses principles of learning to facilitate learning of objectives;
  - a. Developmentally appropriate practices;
  - b. Motivational theory;
  - c. Retention, application and transfer of knowledge;
- 2.7 Uses motivational strategies to actively engage students in learning;
- 2.8 Uses effective questioning techniques, problem solving and application strategies;
- 2.9 Consistently provides feedback in a timely manner.

### C. ASSESSMENT

#### Performance Indicators:

- 2.10 Is knowledgeable about assessment methodology;
- 2.11 Incorporates quality assessment into planning and instruction.

Criterion 3: **CLASSROOM MANAGEMENT.** The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

#### Performance Indicators:

- 3.1 Organizes the physical setting to enhance learning;
- 3.2 Maintains orderly, efficient classroom environment conducive to learning;
- 3.3 Organizes individual, small and large group learning experiences, appropriate to the student(s), subject matter, and outcomes desired;
- 3.4 Implements well defined classroom procedures, yet remains flexible;
- 3.5 Makes appropriate use of support staff;
- 3.6 Teaches and models individual responsibility;
- 3.7 Establishes clear expectations for classroom operational processes and procedures.

Criterion 4: **THE HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS.** The certificated classroom teacher demonstrates the ability to manage the non-instructional, human dynamics in the educational setting.

#### Performance Indicators:

- 4.1 Recognizes and addresses conditions which may lead to disciplinary problems;
- 4.2 Establishes and teaches clear parameters for student conduct and regularly communicates expectations;
- 4.3 Holds students accountable for expectations;
- 4.4 Creates a positive environment where students are appropriately disciplined;
- 4.5 Utilizes a variety of progressive interventions to encourage appropriate behavior and deescalate conflicts;
- 4.6 Resolves discipline problems in accordance with law, school board policy, administrative regulations and policies;
- 4.7 Exercises responsibility for student management throughout the entire building.

Criterion 5: **INTEREST IN TEACHING PUPILS.** The certificated classroom teacher demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics.

Performance Indicators:

- 5.1 Expects all students to experience success;
- 5.2 Listens and responds appropriately to student concerns;
- 5.3 Develops a positive and appropriate rapport with students;
- 5.4 Interacts with students in a mutually respectful and professional manner;
- 5.5 Models lifelong learning with students;
- 5.6 Honors and utilizes the diversity within a group.

Criterion 6: PROFESSIONAL PREPARATION AND SCHOLARSHIP. The certificated classroom teacher exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching and a commitment to education as a profession.

Performance Indicators:

- 6.1 Demonstrates knowledge of current theory and methods of teaching;
- 6.2 Demonstrates commitment to the profession and its code of ethics;
- 6.3 Actively and collaboratively participates in the school improvement process by maintaining involvement in building goals and activities;
- 6.4 Participates in the diagnostic process and implements necessary modifications in the classroom to meet the special needs of all students, including those on 504 Plans and IEPs;
- 6.5 Exhibits flexibility, self-control and professional judgment;
- 6.6 Exhibits acceptable methods for resolving concerns, problems and/or conflicts within the school community.

Criterion 7: EFFORTS TOWARD IMPROVEMENT WHEN NEEDED. The certificated classroom teacher demonstrates an awareness of his or her limitations and strengths and demonstrates continued professional growth.

Performance Indicators:

- 7.1 Demonstrates ongoing reflection, self-assessment and professional growth;
- 7.2 Responds and follows through with recommendations included in periodic and annual personnel evaluations;
- 7.3 Examines multiple student learning results and if needed, seeks assistance to align instruction with successful practices.

Criterion 8: COMMUNICATION WITH PARENTS. The certificated classroom teacher demonstrates an understanding of the importance of communication with parents/guardians in the educational process.

Performance Indicators:

- 8.1 Fosters the cooperative involvement and support of parents/guardians in the educational process.

## 8.4.2 EDUCATIONAL SUPPORT EMPLOYEES

The evaluation criteria herein set forth, pursuant to WAC 392-191A-210, shall be utilized by the evaluator in performing the annual evaluation of each certificated support employee which shall include school psychologists, therapists, school nurses, and counselors. The indicators listed below each criteria are guides intended to assist the evaluator in judging whether the employee is meeting the criteria. The evaluator shall decide which indicators, if any, are appropriate for the particular employee being evaluated.

**Criterion 1: KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD.** Each certificated support person demonstrates a depth and breadth of knowledge of theory and content in the special field. He/She demonstrates an understanding of and knowledge about common school education and the educational milieu grades K-12, and demonstrates the ability to integrate the area of specialty into the total school milieu.

Indicators: The evaluator may assess the support person's competency to:

- 1.1 Demonstrate understanding of the basic principles of human growth and development;
- 1.2 Demonstrate awareness of personal and professional limitations and have the ability and knowledge to make appropriate referrals;
- 1.3 Relate and apply knowledge, research findings and theory deriving from the individual's specific discipline to the development of a program of services.

**Criterion 2: SPECIALIZED SKILLS.** Each certificated support person demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

Indicators: The evaluator may assess the support person's competency to:

- 2.1 Design and conduct a program providing specific and unique services within the individual's specific discipline;
- 2.2 Demonstrate ability to synthesize and integrate testing and non-testing data concerning the student:
  - (a) to help students integrate and assimilate data;
  - (b) to help others involved with the student interpret and use data appropriately and accurately;
  - (c) to help other specialists by providing case study materials;
- 2.3 Administer assessment procedures or to organize and prepare those who will administer assessment procedures;
- 2.4 Demonstrate ability to assist teachers and administrators integrate specialized information into the regular curricular program;
- 2.5 Develop goals and objectives consistent with district-level goals and objectives which will facilitate the implementation of programs and services.

**Criterion 3: MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT.** Each certificated support person demonstrates an acceptable level of performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

Indicators: The evaluator may assess the support person's competency to:

- 3.1 Select or recommend testing and non-testing devices, materials, and/or equipment appropriate to student needs;
- 3.2 Demonstrate the use and understanding of the limitations and restrictions of devices, material, and procedures, and other similar matters;
- 3.3 Use comparative and interpretive data;
- 3.4 Create an environment which provides privacy and protects students and family information, as mandated by codes of ethics, federal and state regulations, and local school district policies.

Criterion 4: **THE SUPPORT PERSON AS A PROFESSIONAL.** Each certificated support person demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

Indicators: The evaluator may assess the support person's competency to:

- 4.1 Demonstrate awareness of the law as it relates to area of specialization;
- 4.2 Demonstrate awareness of responsibilities to students, parents, and other educational personnel as defined by the professional code of ethics supported by the support person's competence area;
- 4.3 Demonstrate commitment to school and professional activities (attendance at local district and state meetings, consortium activities, participation on special committees, and other similar matters);
- 4.4 Demonstrate commitment to the concept of career-long professional growth by participation in workshops and seminars or graduate study.

Criterion 5: **INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL.** Each certificated support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Indicators: The evaluator may assess the support person's commitment to, and competence in, offering specialized assistance to:

- 5.1 Consult with other staff, school personnel, and parents, concerning the development, coordination, and/or extension of services to those needing specialized programs;
- 5.2 Plan and develop support program to serve the preventive and developmental needs of the school population and the special needs for some students;
- 5.3 Interpret characteristics and needs of students to parents, staff and community in group and individual settings via oral and written communications.

#### SECTION 8.5 EVALUATION FORM FORMAT

The employee shall have the right to affix to the evaluation form any comments, observations or considerations he or she believes to be pertinent to the evaluation. The form shall, therefore, contain space for the signatures of both parties and a statement that the employee's signature shall indicate receipt of, not agreement with, the contents of the document.



## SECTION 8.6 PROBATION RECORDS

Form 5240 Series Evaluations: Those records relating specifically to the probation of an employee and which are utilized for no other purpose shall be destroyed, upon request by such employee, following the expiration of four (4) years after the successful termination of such employee's probation; provided, there are no related intervening deficiencies noted in said employee's evaluation reports.

## SECTION 8.7 WORKLOAD NOTATION

Any classroom teacher, whose workload exceeds any recommended maximums pursuant to Section 7.12 (therein set forth as applicable to such teacher's classroom teaching situation) indicated as being the size beyond which a significant adverse effect on the teacher's performance may be observed, shall be entitled to have a notation placed on the teacher's annual evaluation report, specifying the assigned workload and the extent to which it exceeds the recommendations of Section 7.12. It shall be the responsibility of the teacher to notify his or her evaluator at the pre-observation conference specified in Section 8.3.2, regarding workload assignment which exceeds the recommendation of Section 7.12. It shall be the duty of the evaluator to duly note such on the annual evaluation report, when completed, and to give due consideration to the effect, if any, of such workload upon the teacher's performance.

## SECTION 8.8 FOCUSED EVALUATION

### Purpose Statement

A focused evaluation is an opportunity for a teacher to identify an area of professional growth and work with his/her evaluator to improve in that selected area. A teacher may work individually or collaboratively with others to accomplish identified goals. By its nature, a focused evaluation is characterized by professional conversations and collegial support between the teacher and his/her evaluator.

### Components of Focused Evaluation

The focused evaluation is used when a teacher is not evaluated using the comprehensive evaluation process and will include evaluation of one of the eight state criteria.

If a non-provisional teacher has scored at a Proficient or higher the previous year they may choose to be evaluated using the focused evaluation. The teacher may remain on the focused evaluation for five (5) years before returning to the comprehensive evaluation.

The teacher or the evaluator can initiate a move from the focused to the comprehensive evaluation. A decision to move a teacher from focused to a comprehensive evaluation must occur by December 1.

- A. The teacher may select the criterion for the focused evaluation based on an area in which s/he would like to grow professionally. The evaluator shall approve the teacher's choice after the focused evaluation conference (See Appendices R and S). The focused evaluation conference will take place by October 15.
- B. The focused evaluation must be tied to one (1) of the eight (8) state evaluation criteria. If the employee chooses criterion 1, 2, 4, 5, or 7, the teacher must also choose and complete the student growth components in criterion 3 or 6.
- C. If the criterion selected for a focused evaluation has been determined to be non-observable, a classroom-based observation will not be required (e.g. criterion 7 or 8).
- D. Observations and conferences for the focused evaluation shall follow the guidelines set forth below:
  - 1. All classroom teachers who are subject to a focused evaluation must be observed at least twice each school year in the performance of their assigned duties unless the criterion selected is determined to be non-observable as noted in Section 8.8, C above.
  - 2. The first of at least two (2) scheduled observation cycles (including post-observation conference) for each employee shall be conducted by January 1. The total annual observation time cannot be less than sixty (60) minutes. No scheduled observation will be less than twenty (20) minutes in length. At least one of the formal observations shall not be less than thirty (30) minutes in length. Observations, conferences, and student growth processes follow the guidelines set forth in Section 8.3.2.
  - 3. The role of the evaluator is to assist the teacher with the focused evaluation and assist in its implementation, particularly by making reasonable efforts to provide needed support.
  - 4. Observations, conferences, and student growth process follow the guidelines set forth in the comprehensive evaluation process.
- E. A summative focused score is assigned using the summative score from the most recent comprehensive evaluation. This score becomes the focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the certificated classroom teacher is placed on a focused evaluation. Staff previously evaluated on the 5240 series and awarded a satisfactory rating, will be assigned a level 3 (Proficient) rating when on a focused evaluation for any of the subsequent years following the 5240 series evaluation.

Should a teacher provide evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator.

- F. A group of teachers may focus on the same evaluation criteria and share professional growth activities. This collaboration shall be initiated by the teacher(s) and no individual shall be required to work on a shared goal as part of their evaluation.

### SECTION 8.9 PROCEDURES FOR PROFESSIONAL GROWTH PROCESS

Form 5240 Series Only: The Professional Growth Process is intended to enable supervisors and teachers (who meet the qualifying criteria) to focus their collaborative energies on improving teaching skills in an articulated, mutually developed and cooperative process.

#### Identifying Professional Growth Process (PGP) Participants

- A. All employees must be evaluated at least once every four (4) years, or on principal recommendation, using the comprehensive evaluation form process.
- B. Participants must be willing to develop a Professional Growth Plan that is mutually acceptable to the employee and the evaluator. Participants must also be committed to setting and accomplishing worthwhile goals that focus on professional growth.
- C. Although some goal setting in the formative cycle may be based on information gathered in the summative cycle, information may not pass from the formative to the summative in order to ensure that employees may take risks and to innovate. It is conceivable that all stated goals may not be reached in a given year for a variety of circumstances and analysis of such circumstances can also take more than one year.
- D. The Professional Growth Process (PGP) may not be used as a basis for determining that an employee's work is unsatisfactory nor as probable cause for non-renewal of an employee's contract.

#### Professional Growth Process Records - What and Where

- A. Professional Growth Plan
  - 1. copy to teacher
  - 2. copy to evaluator
- B. Listing of Employees Who Are on PGP
  - 1. copy to evaluator
  - 2. copy to superintendent
  - 3. copy to personnel

ARTICLE IX  
GRIEVANCE PROCEDURE

SECTION 9.1 PURPOSE

The purpose of this procedure is to provide the sole means for the orderly and expeditious adjustments of grievances as hereinafter defined.

SECTION 9.2 DEFINITIONS

- 9.2.1 A "grievant" shall mean an employee having a grievance or, where appropriate and applicable, the Association.
- 9.2.2 A "grievance" shall mean a claim by a grievant that a dispute or disagreement exists involving the interpretation or application of this Agreement, provided that no employee nor the Association shall have the right to file a grievance concerning any employee evaluation, except insofar as such grievance may allege that the evaluator failed to follow the required procedure set forth in this Agreement. It is understood and agreed that any appeal from a notice of probable cause for discharge, non-renewal or adverse effect in contract status shall be handled exclusively pursuant to Chapter 114 of the 1975-76 Laws of Washington, as now or hereafter amended, and shall not constitute a grievance hereunder.
- 9.2.3 A "grievance" may also include any dispute involving the interpretation or application of any existing Board rule or policy, applicable to members of the bargaining unit; provided that such grievances shall be processed through Steps 1 and 2, only, of the formal grievance procedure and shall not be subject to Step 3 (binding arbitration) and the Board's decision shall be final and binding.
- 9.2.4 The term "days" as used to specify time limits in this Agreement, shall mean calendar week days, excluding weekends, except as otherwise indicated. If the specified time limitations are not met by the grievant, the grievance shall be deemed to be terminated and abandoned by the grievant, and no further proceedings shall be had pursuant to this procedure. If the supervisor, superintendent or Board fails to meet the specified time limits, as applicable, the grievant shall have the right to proceed to the next step in this procedure.

SECTION 9.3 LIMITATION ON TIME TO FILE GRIEVANCE

Within forty-five (45) days after the grievance is discovered, or reasonably should have been discovered, the employee must initiate the formal grievance procedure as herein set forth. No grievance shall be presented pursuant to this procedure, or any other procedure, unless the employee has complied with the requirement to initiate the grievance within forty-five (45) days, and no person, court, agency, Board, or arbitrator shall have jurisdiction thereof unless timely

filed. If a grievance is filed and any question concerning the timeliness of the grievance is raised, said issue shall first be determined by an arbitrator selected according to the procedure set forth in Section 9.12 of this Agreement, and, if it is determined that the grievance was not timely filed it shall be dismissed forthwith, otherwise if, and only if, it is first determined that the grievance was timely filed, the grievance may then proceed on the merits.

#### SECTION 9.4 FREEDOM FROM REPRISALS

Employees involved in the adjustment of grievances, as grievants, witnesses or duly authorized representatives of the Association, shall not suffer any restraint, interference, discrimination coercion or reprisal by either the District or the Association on account of such employee's good faith involvement in the grievance adjusting process.

#### SECTION 9.5 CONFIDENTIALITY

All matters pertaining to specific grievances shall be considered confidential and shall not be unnecessarily or indiscriminately related, disclosed or divulged by any participant in the grievance adjusting process or by any employee or director of the District.

A separate file, apart from the employee's personnel files, shall be kept for each processed grievance, containing all documents, exhibits, communications, and other records relating to the grievance and its resolution. Upon written request by a grievant, a record of final disposition of the grievance may be placed in said employee's personnel file.

#### SECTION 9.6 RELEASE FROM DUTY

The parties recognize that ordinarily proceedings in connection with grievances shall not take place during normal employee working hours, without the mutual consent of both parties or their representatives. However, where meetings, conferences, or hearings are mutually scheduled during working hours, those employees required as participants, witnesses or duly authorized representatives of the Association shall be released from their respective duty assignments, to the extent required, without loss of pay and benefits: Provided no more than one (1) Association representative designated to represent an individual grievant, or group of grievants, or the Association as a grievant, shall be released from duty under the provisions hereof.

#### SECTION 9.7 RIGHTS TO REPRESENTATION

Any individual grievant or group of grievants, processing grievances in the same proceeding, shall be entitled to representation.

In matters dealing with alleged violations of Association rights specified in this Agreement, if not resolved informally by the parties, the procedure may be initiated at Step 2 of the formal procedure by filing a written grievance on the form specified in Step 1, directly with the

Chairman of the Board, together with serving a copy thereof upon the Superintendent. Any grievances filed alleging wrongful action or inaction on the part of the District Superintendent, in violation of specific provisions of this Agreement, may be commenced at Step 2 of the formal procedure by filing said written grievance in the form specified in Step 1 of the formal procedure with the Chairman of the Board, together with serving a copy thereof upon the Superintendent.

In all proceedings in which the Association is not a grievant, it shall have the right to have a representative present and to state its views at all steps of the formal procedure.

#### SECTION 9.8 INDIVIDUAL RIGHTS

- A. Nothing contained herein shall be construed to limit the right of any employee having a grievance to discuss the matter through administrative channels and to have the grievance adjusted without the intervention of the Association, so long as the disposition of any such grievance is not inconsistent with terms of this Agreement.
- B. A grievant may be represented at all stages of the formal procedure by himself/herself or, at his/her option, by an Association representative.

#### SECTION 9.9 CONTINUITY GRIEVANCE

Notwithstanding the expiration of this Agreement, any grievance then pending may be processed to final disposition in accordance with the procedure herein set forth.

#### SECTION 9.10 DISCOVERY

The parties recognize that certain discovery is necessary to allow adequate preparation for the presentation of a grievance at the formal hearing stage. Accordingly, it is hereby agreed that the parties to any particular grievance which proceeds to Step 3 of the formal procedure shall be entitled to discover, in accordance with this procedure, the following:

- A. Names, addresses and telephone numbers of all persons that any other party intends to call as witnesses; and
- B. Names, addresses and telephone numbers of any expert witnesses that any other party intends to call as witness; and
- C. All written, photographic, electronically recorded, or other recorded documents or evidence which the other party intends to offer in support of its/their position.

Such discovery may be commenced at any time after the filing of a request for arbitration, pursuant to Step 3 of the formal procedure, by serving the other party to whom the discovery is directed, with a written request for discovery, specifying which of the above items are requested. The party receiving service of any such request for discovery shall have ten (10) calendar days after receipt of such request, within which to produce the required discovery and serve the same upon the party making such request. Failure to make discovery as herein provided for shall

preclude any party so failing from presenting any evidence otherwise discoverable in accordance with this procedure, at the time of hearing; unless allowed by the arbitrator, in his or her discretion; provided, however, that in the event the arbitrator intends to allow presentation of such evidence, the party requesting discovery of such evidence prior to hearing, shall be entitled to a continuance of the hearing, upon said party's request, not to exceed five (5) days.

#### SECTION 9.11 INFORMAL PROCEDURE

The grievant shall present the grievance to his or her immediate supervisor, in the case of an employee or to the Superintendent's designee, if the grievant is the Association, and those parties shall make every effort to resolve the problem at that time. If the parties are unable to resolve the problem in an informal manner within twenty-four (24) hours, the grievant may institute the formal procedure as set forth below in the next section. The grievance must be processed through the informal procedure as a condition precedent to filing a formal grievance.

#### SECTION 9.12 FORMAL PROCEDURE

Step 1 - Superintendent's Adjustment: If the grievance has not been resolved, through the informal procedure, and if an employee wishes to initiate the formal grievance procedure, or if the Association initiates the grievance pursuant to this Article, said grievant shall present the grievance in writing to the Superintendent of the District who shall arrange for a meeting to take place within four (4) days after the receipt of the grievance. All written grievances shall specify the name of the grievant, name of his or her immediate Supervisor, a detailed statement of the matter being grieved, including specific reference to the sections of this Agreement alleged to be violated, or where filed pursuant to Section 9.2.3, the complaint shall include specific reference to the Board rule or policy being disputed, the date that the event being grieved occurred and the date that it was discovered by the grievant, the remedy which is being sought and the specific basis upon which the remedy should be granted.

The grievant and/or authorized representatives, the grievant's immediate Supervisor (where appropriate) and the Superintendent, or his or her designee, and/or authorized District representatives shall be present for the meeting referenced above, provided that should such authorized representative(s) of any party be non-District employees, the party authorizing such representative(s) shall notify the other parties within two (2) days of the meeting that such representative, by name, will be present. The Superintendent shall provide the grievant, the authorized representatives, and the grievant's immediate Supervisor (where appropriate) with a written answer deciding the grievance within three (3) days after said meeting. Such answer shall include the reason or reasons upon which the decision was based.

Step 2 - Board Adjustment: If the decision reached by the Superintendent does not resolve the grievance, or if no decision has been rendered within the time limitation specified in Step 1, then the grievant may, within five (5) days after the date of the written answer, or if no written answer has been provided, within two (2) days after the expiration of said time limit set forth in Step 1, refer his or her complaint, in writing, to the Chairman of the District Board of Directors and shall serve a written copy of said referral upon the Superintendent within the same time period.

Within four (4) days after the grievant has transmitted the grievance complaint to the President of the Board, the Board shall conduct a meeting to review said grievance and shall render its decision, in writing, within two (2) days thereafter. The grievant(s) shall be entitled to submit to the Board for its consideration, at such meeting, a written argument to support the grievance.

Step 3 - Arbitration: In the event that the grievant is not satisfied with the Board's decision pursuant to Step 2, or if no decision has been rendered within the time limit specified in Step 2, the grievant, within five (5) days after said decision or, if no decision has been reached within five (5) days after the date that the decision should have been rendered, may make a written request directed to the Association, with a copy to the Superintendent, to have the Association submit the grievance to arbitration in accordance with the provisions hereof.

The Association, if it elects to proceed, shall within five (5) days after the receipt of the request from the grievant, notify the Superintendent of the Association's decision to submit the grievance to arbitration. If the Association is the grievant, and is dissatisfied with the decision at Step 2 and desires to submit the matter to arbitration, the Association shall notify the District Superintendent within five (5) days after said Step 2 decision has been rendered or should have been rendered.

If following receipt of the request for arbitration, the parties are unable to agree upon an arbitrator, application shall be made within seven (7) calendar days by the party seeking arbitration to the Federal Mediation and Conciliation Service for a panel of eleven (11) arbitrators. The arbitrator shall be selected from the panel within ten (10) calendar days after receipt of the panel of eleven (11) arbitrators in any manner mutually agreeable to the parties, except that, if they cannot agree upon a method, then the arbitrator shall be selected by the party seeking arbitration first striking from the list the name of any arbitrator unacceptable to that party.

The other party shall then strike a name and so on alternately until one (1) name remains. The remaining name shall be the name of the arbitrator. Should the arbitrator selected be unable to serve, for any reason, and, if the parties cannot then agree upon an arbitrator, then the party not seeking arbitration shall strike the name of said person and one additional name from the original list and, from the new list of nine remaining names, the parties shall alternately strike names in the aforementioned manner, until one name remains, which shall be the name of the arbitrator.

The arbitrator thus selected, shall be notified within seven (7) calendar days by a mutually signed letter stating the issue, concerning Section(s) of the Agreement, alleged to be violated.

If either party declines or refuses to participate in the selection of an arbitrator as set forth herein, then the declining or refusing party shall forfeit its right to participate in the selection procedure and the other party shall have the sole right to name the arbitrator.

The initial meeting before the arbitrator shall take place not more than twenty (20) calendar days subsequent to the date of notification to the arbitrator, unless a later date is found agreeable to the parties or necessary to the convenience of the arbitrator.



The arbitrator, who shall function in a judicial and not a legislative capacity, shall have only such jurisdiction and authority as is specifically granted to him or her by this Agreement. The arbitrator shall be limited to determining whether or not the District or the grievant has violated or failed to apply the specific provision or provisions of this Agreement as initially presented in the formal grievance. The arbitrator shall have no power to destroy, change, add to, or delete from any of the specific terms of this Agreement. The arbitrator shall be required to provide his or her decision in accordance with the express language of this Agreement. Grievances not processed in accordance with the provisions of this Agreement shall not be subject to arbitration. Any matter coming before the arbitrator which is not within his or her authority, function and jurisdiction, as herein defined, shall be rejected by him or her on that basis without any further decision or recommendation.

The decision of the arbitrator, when provided in accordance with the foregoing, shall be final and binding upon both parties.

Failure of the grieving party to refer an unresolved grievance to arbitration or failure of either party to comply with the time provisions of the arbitration procedure, shall be deemed as a recognition of the other party's position and the dispute will be deemed to have been settled in favor of the non-defaulting party, as to the issues identified and the employees or Association named in the grievance.

Except as may otherwise be mutually agreed by the parties, the following rules shall pertain to the conduct of any hearings held by the arbitrator:

- A. Disclosure by Arbitrator of Disqualification. Prior to accepting his or her appointment, the prospective arbitrator shall disclose any circumstances likely to create a presumption of bias or which he or she believes might disqualify him or her as an impartial arbitrator. Said disclosure shall be made to both parties and if either party declines to waive the presumptive disqualification, a new arbitrator shall be selected.
- B. Time and Place of Hearing. The arbitrator shall fix the time and place for each hearing. At least five (5) days prior thereto, the arbitrator shall mail notice of the time and place of hearing to each party, unless the parties have agreed otherwise.
- C. Representation by Counsel. Any party may be represented at the hearing by counsel or by other authorized representative.
- D. Any party may request a stenographic record and shall make arrangements through the arbitrator for same. If such stenographic record is agreed by the parties to be the official record of the proceeding, it must be made available to the arbitrator, and to the other party for inspection at a time and place determined by the arbitrator. The total cost of such a record shall be shared equally by those parties that order copies.
- E. Attendance at Hearings. Persons having a direct interest in the arbitration are entitled to attend hearings. The arbitrator shall have the power to require the retirement of any witness or witnesses during the testimony of other witnesses. It shall be discretionary with the arbitrator to determine the propriety of the attendance of any other persons.

- F. Adjournment. The arbitrator, for good cause shown, may adjourn the hearing upon the request of a party or upon his or her own initiative, and shall adjourn when all of the parties agree thereto.
- G. Oaths. The arbitrator shall require witnesses to testify under oath, administered by a duly qualified person, if required by law or requested by either party.
- H. Order of Proceedings. The hearing shall be opened by recording the name of the grievant or grievants and the name of the respondents, together with the place, time and date of the hearing, the presence of the arbitrator and parties, and counsel, if any, and the receipt by the arbitrator of the demand and answer, if any, or the submission agreement, and if previously submitted, the same shall be duly noted in the record.

Exhibits, when offered by either party, may be received in evidence by the arbitrator. The names and addresses of all witnesses and exhibits, in order received, shall be made a part of the record.

The arbitrator may, in his or her discretion, vary the normal procedure under which the initiating party first presents his or her claim, but, in any case, shall afford full and equal opportunity to all parties for presentation of relevant proofs.

- I. Arbitration in the Absence of a Party. Unless the law provides to the contrary, the arbitration may proceed in the absence of any party, who, after due notice, fails to be present or fails to obtain an adjournment. An award shall not be made solely on the default of a party. The arbitrator shall require the other party to submit such evidence as he or she may require for the making of an award.
- J. Evidence. The parties may offer such evidence as they desire and shall produce such additional evidence as the arbitrator may deem necessary to an understanding and determination of the dispute. The arbitrator shall be the judge of the relevancy and materiality of the evidence offered and conformity of legal rules of evidence shall not be necessary. All evidence shall be taken in the presence of the arbitrator and all of the parties, except where any of the parties is absent in default or has waived the right to be present. The arbitrator shall have the right to reject any evidence which he or she deems to be irrelevant, immaterial or unreliable and to limit the number of witnesses or other evidence, if cumulative or repetitive.
- K. Evidence by Affidavit and Filing of Documents. The arbitrator may receive and consider the evidence of witnesses, by affidavit, but shall give it only such weight as he or she deems proper after consideration of any objections made to its admission, if he or she determines it to be relevant, material and reliable, and, if the person giving such evidence would not be available for testimony, in person, without great inconvenience.

All documents not filed with the arbitrator at the hearing, but which are arranged at the hearing or subsequently by agreement of the parties to be submitted, shall be filed with the

arbitrator with copies to opposing parties. All parties shall be afforded an opportunity to examine such documents, and make their objections and responses thereto.

- L. Inspection. Whenever the arbitrator deems it necessary, he or she may make an inspection in connection with the subject matter of the dispute, after written notice to the parties who may, if they so desire be present at such inspection.
- M. Closing of Hearings. The arbitrator shall inquire of all parties whether they have any further proofs to offer or witnesses to be heard. Upon receiving negative replies, the arbitrator shall declare the hearings closed and a minute thereof shall be recorded. If briefs or other documents are to be filed, the hearing shall be declared closed as of the final date set by the arbitrator for filing of said briefs or documents. The time limit within which the arbitrator is required to make his or her award shall commence to run, in the absence of other agreement by the parties, upon the closing of the hearings.
- N. Reopening of Hearings. The hearings may be reopened by the arbitrator on his or her own motion, or on the motion of either party, for good cause shown, at any time before the award is made, but if the reopening of the hearing would prevent the making of the award within the specific time provided herein, the matter may not be reopened, unless both parties agree upon the extension of such time limit. If reopened, the arbitrator shall have thirty (30) days from the closing of the reopened hearings within to make an award.
- O. Waiver of Rules. Any party who proceeds with arbitration after knowledge of any provision or requirement of these rules has not been complied with and who fails to state his or her objection thereto in writing, shall be deemed his or her right to object.
- P. Waiver of Oral Hearings. The parties may provide, by written agreement, for waiver of oral hearings. If the parties are then unable to agree as to the procedure for submission of the dispute, the arbitrator shall specify a fair and equitable procedure.
- Q. Extension of Time. The parties may modify any time period by mutual agreement. The arbitrator, for good cause shown, may extend any period of time, established herein, for the conduct of the hearing and making of the award. The arbitrator shall notify the parties of any such extension of time and his or her reason therefore.
- R. Service of Notices. Documents. Other Papers and Award. All notices, documents, papers and the award shall be served by or upon the parties and the arbitrator by mail addressed to such party or arbitrator at his or her last known address, or by personal service upon them.
- S. Time of Award. The award shall be rendered promptly by the arbitrator and, unless otherwise agreed by the parties, not later than thirty (30) days from the date of closing the hearings, or if oral hearings have been waived, then from the date of transmitting the final statements and proof to the arbitrator.
- T. Form of Award. The award shall be in writing and shall be signed by the arbitrator. The award shall be accompanied by an opinion setting forth the relevant and material findings and conclusions of the arbitrator and the reasons therefore, in support of the award.

- U. Delivery of Award. Parties shall accept as legal delivery of the award the placing of the award or a true copy thereof in the mail by the arbitrator addressed to such party at his or her last known address or to his or her authorized representative or personal service of the award or the filing of the award in any manner which may be mutually acceptable to the parties.
- V. Expenses. Each party shall bear the expense of preparing and presenting its own case including the expenses of any witness called in support of its case.
- W. Expenses of the Arbitrator. Expenses of the arbitrator, if any, other than the cost of the stenographic record, including required traveling and other expenses of the arbitrator and the expenses of any witnesses or the cost of any proofs produced at the direct request of the arbitrator, shall be borne equally by the parties.
- X. Interpretation and Application of Rules. The arbitrator shall interpret and apply these Rules insofar as they relate to his or her powers and duties.

#### SECTION 9.13 EXCLUSIVE REMEDY

The grievance procedure as herein before set forth in this Agreement, shall be the exclusive procedure and sole means of remedying any grievance as defined in this Agreement.

**ARTICLE X**

**SIGNATURE OF PARTIES**

This Agreement, having been ratified by the Employer and the Employees is hereunder executed by the duly authorized representatives of the Association and the Board.

**STANWOOD-CAMANO EDUCATION ASSOCIATION**

By \_\_\_\_\_  
Nyda Goldstein, President

By \_\_\_\_\_  
Rita Peterson, Head Negotiator

By \_\_\_\_\_  
Ryan Ovenell, Executive Director of Human Resources

**APPENDIX A**

**STANWOOD-CAMANO SCHOOL DISTRICT  
NOTICE OF RIGHT TO REPRESENTATION**

I have been informed that:

- a. Prior to any disciplinary action being taken an investigatory conference will be held.
- b. The investigatory conference may lead to disciplinary action.
- c. I am entitled to Association representation at the conference and at all subsequent meetings.
- d. Once such representation is requested no further action shall be taken until the representative is present or has been given ample time to appear.

Being so informed, I:

- I waive my right to representation at this time
  
- I request Association representation
  
- I request the Association be notified of any disciplinary action

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**APPENDIX B**

**Stanwood-Camano School District No. 401  
COMPLAINT AGAINST A SCHOOL DISTRICT EMPLOYEE**

TO: THE SUPERINTENDENT

DATE: \_\_\_\_\_

Name of person(s) against whom complaint is made: \_\_\_\_\_

Description of complaint (include names, dates and places): \_\_\_\_\_

\_\_\_\_\_

*(You may use additional pages to describe your complaint more fully if you so desire)*

Have you discussed the complaint with:	Yes	Name	Date
Employee?	_____	_____	_____
Principal/Supervisor?	_____	_____	_____

Result of discussion(s): \_\_\_\_\_

Suggested solution: \_\_\_\_\_

I understand that:

1. The School District may request further information about this complaint, and if such information is available, I shall present it upon request.
2. A copy of this complaint will be given by the School District to the person against whom this complaint is being made within 5 school days of receipt of complaint. He/She will be given the opportunity to respond in writing, within 5 school days of receipt of this complaint. I will receive a copy of any such response.
3. The superintendent shall attempt to resolve the matter through a conference with the parent/citizen.
4. If the matter is still unresolved, the Board of Directors, in Executive Session, may hold a hearing with press and public excluded in accordance with District Policy 4220. Any formal actions by the Board must take place at an open meeting. I will be informed of the time, date, and place of the open meeting.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

Employee Receipt of Complaint:

I have received a copy of this complaint: \_\_\_\_\_  
Employee Signature Date

## APPENDIX C

### ITEMS TO BE INCLUDED IN JOB-SHARING APPLICATIONS

The final proposal is due April 1 to the principal.

The application should address all of the items needed to share the duties and responsibilities of one position, including but not limited to the following criteria.

1. The agreement on an acceptable division of the teaching assignment. Principals and teachers should work together to determine divisions that provide the greatest instructional benefit and least disruption to the educational program of students.
2. When and how job-sharing partners are going to provide for joint planning.
3. Division of teaching tasks, including subject matter to assure appropriate coverage of State Grade Level Expectations (GLEs) and District curriculum.
4. Basic ground rules for discipline.
5. How the following details will be covered so that both parties are informed and have opportunity for contribution:
  - A. Faculty meetings
  - B. Parent conferences
  - C. Reporting student progress
  - D. Professional Development Wednesday activities/in-service opportunities
  - E. Open House or Curriculum Night
  - F. First and last day of school
  - G. Substituting/Exchange of days
  - H. PEG meetings/IEP conferences
6. Communications system:
  - A. Between job share applicants
  - B. With building administration
  - C. With parents
  - D. With students
  - E. With colleagues



**APPENDIX D**

**STANWOOD-CAMANO SCHOOL DISTRICT NO. 401  
VERIFICATION OF ADDITIONAL TIME WORKED  
Time, Responsibility and Incentive (TRI)**

**Directions: Fill out and return to your Building Administrator by June 16<sup>th</sup> each year.**

Per Article VII, Section 7.1.1.4, of the Collective Bargaining Agreement, the basic salary schedule pay covers 180 days of service annually.

In addition to the 180 days compensation, all certificated employees will receive compensation for Time, Responsibility, and Incentive (TRI). This compensation will be based upon each employee's placement on the TRI Salary Schedule and FTE status. Payment for the TRI Schedule is paid in twelve (12) equal monthly payments, September through August.

The TRI Schedule includes compensation for *Professional Responsibilities* and for four (4) *District Directed Days*.

**Four (4) District Days Verification**

Check the box of those days attended:

- |        |                          |  |
|--------|--------------------------|--|
| 1 day  | <input type="checkbox"/> | a. Building Day (before school begins in Fall) |
| 1 day  | <input type="checkbox"/> | b. District Day (Staff Development Day)        |
| 2 days | <input type="checkbox"/> | c. Conference Days (November)                  |

**I certify that the information given above accurately verifies the District Days I worked as specified in the Stanwood-Camano Education Association Bargaining Agreement:**

\_\_\_\_\_  
*Employee Signature*

\_\_\_\_\_  
*Date Signed*

**Failure to complete these requirements will result in loss of pay on July 31<sup>st</sup> of per diem rate of pay per day.**

**OVER**

**APPENDIX D**

**TRI Professional Activities Verification**

I certify that, in addition to the above required four (4) District Directed Days based on my FTE status, I have completed professional responsibilities beyond the contracted work-day or work-year.

During the school year, I fulfilled my TRI Professional Responsibilities requirements through the following activities. Check all that apply:

- Preparation for school opening
- Preparation for school closing
- Parent conferences
- Supporting community and student activities
- Providing individual help to students
- Evaluating student work
- Correcting papers and projects
- Workshops, classes and inservice work
- Researching educational materials and supplies
- Improving and maintaining professional skills
- Preparation and revisions of materials
- Consulting with other instructional staff
- Instructional-departmental staff meetings
- Working with computers and other technology
- Making presentation to the School Board
- Fund raising for student activities

\_\_\_\_\_  
*Employee Signature*

\_\_\_\_\_  
*Date Signed*

\_\_\_\_\_  
*Building Administrator's Signature*

\_\_\_\_\_  
*Date Signed*

**Stanwood-Camano School District  
Observation/Evaluation of Performance**

Observation

90 day

Teacher's Name:

Assignment:

School:

Date(s) of Observation:

Duration of Observation:

S= Satisfactory Performance      N = Needs Improvement      U = Unsatisfactory Performance  
(Not to be used for Annual Evaluation)

\_\_\_\_\_ **Criterion 1: Knowledge of Subject Matter.** The certificated teacher demonstrates a depth and breadth of knowledge of theory and content in general education matter specialization(s) appropriate to the elementary and/or secondary level(s).

Performance Indicators:

- 1.1 Demonstrates knowledge and understanding of state educational goals and district adopted curriculum as the framework of subject matter;
- 1.2 Shows interest in subject(s) taught;
- 1.3 Presents content accurately;
- 1.4 Teaches processes and skills appropriate to the subject area and to the students' abilities;
- 1.5 Keeps abreast of development in subject matter and issues related to teaching;
- 1.6 Considers relationship between one's subject matter and other discipline/subjects;
- 1.7 Relates subject matter to life experiences and student interests.

Comments:

\_\_\_\_\_ **Criterion 2: Instructional Skill.** The certificated classroom teacher demonstrates in his or her performance a competent level of knowledge and skill in designing and implementing an instructional experience.

**A. PLANNING**

Performance Indicators:

- 2.1 Uses available district and state curriculum documents to design short and long-range plans;
- 2.2 Develops a variety of instructional strategies and experiences to meet the learning needs of students;
- 2.3 Develops quality assessments aligned with lessons and units;
- 2.4 Applies consistent grading standards using benchmarks where appropriate.

**B. INSTRUCTION**

Performance Indicators:

- 2.5 Implements an instructional plan:
  - Communicates objective and evaluative criteria to students;
  - Provides clear directions to students;
  - Models expectations for students;
  - Continuously checks for student understanding and modifies instruction accordingly;
  - Uses appropriate guided, group, and independent practice.
- 2.6 Uses principles of learning to facilitate learning of objectives:
  - Developmentally appropriate practices;
  - Motivational theory;
  - Retention, application, and transfer of knowledge.

- 2.7 Uses motivational strategies to actively engage students in learning.
- 2.8 Uses effective questioning techniques, problem solving, and application strategies;
- 2.9 Consistently provides feedback in a timely manner.

### C. ASSESSMENT

- 2.10 Is knowledgeable about assessment methodology;
- 2.11 Incorporates quality assessment into planning and instruction.

Comments:

\_\_\_\_\_ **Criterion 3: Classroom Management.** The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

Performance Indicators:

- 3.1 Organizes the physical setting to enhance learning;
- 3.2 Maintains orderly, efficient classroom environment conducive to learning;
- 3.3 Organizes individual, small and large group learning experiences, appropriate to the student(s), subject matter, and outcome desired;
- 3.4 Implements well defined classroom procedures, yet remains flexible;
- 3.5 Makes appropriate use of support staff;
- 3.6 Teaches and models individual responsibility;
- 3.7 Establishes clear expectations for classroom operational processes and procedures.

Comments:

\_\_\_\_\_ **Criterion 4: The Handling of Student Discipline and Attendant Problems.** The certificated classroom teacher demonstrates the ability to manage the non-instructional, human dynamics in the educational setting.

Performance Indicators:

- 4.1 Recognizes and addresses conditions which may lead to disciplinary problems;
- 4.2 Establishes and teaches clear parameters for student conduct and regularly communicates expectations;
- 4.3 Holds students accountable for expectation;
- 4.4 Creates a positive environment where students are appropriately disciplined;
- 4.5 Utilizes a variety of progressive interventions to encourage appropriate behavior and deescalate conflicts;
- 4.6 Resolves discipline problems in accordance with law, school board policy, administrative regulations and policies;
- 4.7 Exercises responsibility for student management throughout the entire building.

Comments:

\_\_\_\_\_ **Criterion 5: Interest in Teaching Pupils.** The certificated classroom teacher demonstrates an understanding of, and a commitment to, each pupil, taking into account each individual's unique background and characteristics.

Performance Indicators:

- 5.1 Expects all students to experience success;
- 5.2 Listens and responds appropriately to student concerns;
- 5.3 Develops a positive and appropriate rapport with students;
- 5.4 Interacts with students in a mutually respectful and professional manner;
- 5.5 Models lifelong learning with students;
- 5.6 Honors and utilizes the diversity within a group.

Comments:

\_\_\_\_\_ **Criterion 6: Professional Preparation and Scholarship.** The certificated classroom teacher exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching and a commitment to education as a profession.

Performance Indicators:

- 6.1 Demonstrates knowledge of current theory and methods of teaching;
- 6.2 Demonstrates commitment to the profession and its code of ethics;
- 6.3 Actively and collaboratively participates in the school improvement process by maintaining involvement in building goals and activities;
- 6.4 Participates in the diagnostic process and implements necessary modifications in the classroom to meet the special needs of all students including those with an IEP or 504 plan.
- 6.5 Exhibits flexibility, self-control and professional judgment;
- 6.6 Exhibits acceptable methods for resolving concerns, problems and/or conflicts within the school community.

Comments:

\_\_\_\_\_ **Criterion 7: Efforts Toward Improvement When Needed.** The certificated classroom teacher demonstrates an awareness of his or her limitations and strengths and demonstrates continued professional growth.

Performance Indicators:

- 7.1 Demonstrates ongoing reflection, self assessment and professional growth;
- 7.2 Responds and follows through with recommendations included in periodic and annual personnel evaluations;
- 7.3 Examines multiple student learning results and, if needed, seeks assistance to align instruction with successful practices.

Comments:

\_\_\_\_\_ **Criterion 8: Communication With Parents.** The certificated classroom teacher demonstrates an understanding of the importance of communication with parents/guardians in the educational process.

Performance Indicators:

- 8.1 Fosters the cooperative involvement and support of parents/guardians in the educational process.

Summary Comments:

**General Comments (optional):**

Date of Evaluation Conference:

It is my judgment, based on the adopted criteria, this staff member's overall performance during the evaluation period has been

Satisfactory

Unsatisfactory

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluatee's Signature \_\_\_\_\_

Date \_\_\_\_\_

The evaluatee shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. Signature indicates receipt of document, not necessarily agreement with the contents.

**Stanwood-Camano School District  
Annual Evaluation of Performance**

Annual

Teacher's Name:  
Assignment: School:  
Date(s) of Observation:  
Duration of Observation:

S= Satisfactory Performance	U = Unsatisfactory Performance
-----------------------------	--------------------------------

\_\_\_\_\_ **Criterion 1: Knowledge of Subject Matter.** The certificated teacher demonstrates a depth and breadth of knowledge of theory and content in general education matter specialization(s) appropriate to the elementary and/or secondary level(s).

Performance Indicators:

- 1.1 Demonstrates knowledge and understanding of state educational goals and district adopted curriculum as the framework of subject matter;
- 1.2 Shows interest in subject(s) taught;
- 1.3 Presents content accurately;
- 1.4 Teaches processes and skills appropriate to the subject area and to the students' abilities;
- 1.5 Keeps abreast of development in subject matter and issues related to teaching;
- 1.6 Considers relationship between one's subject matter and other discipline/subjects;
- 1.7 Relates subject matter to life experiences and student interests.

Comments:

\_\_\_\_\_ **Criterion 2: Instructional Skill.** The certificated classroom teacher demonstrates in his or her performance a competent level of knowledge and skill in designing and implementing an instructional experience.

**A. PLANNING**

Performance Indicators:

- 2.1 Uses available district and state curriculum documents to design short and long-range plans;
- 2.2 Develops a variety of instructional strategies and experiences to meet the learning needs of students;
- 2.3 Develops quality assessments aligned with lessons and units;
- 2.4 Applies consistent grading standards using benchmarks where appropriate.

**B. INSTRUCTION**

Performance Indicators:

- 2.5 Implements an instructional plan:
  - Communicates objective and evaluative criteria to students;
  - Provides clear directions to students;
  - Models expectations for students;
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  - Uses appropriate guided, group, and independent practice.
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  - Retention, application, and transfer of knowledge.

- 2.7 Uses motivational strategies to actively engage students in learning.
- 2.8 Uses effective questioning techniques, problem solving, and application strategies;
- 2.9 Consistently provides feedback in a timely manner.

### C. ASSESSMENT

- 2.10 Is knowledgeable about assessment methodology;
- 2.11 Incorporates quality assessment into planning and instruction.

Comments:

\_\_\_\_\_ **Criterion 3: Classroom Management.** The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

Performance Indicators:

- 3.1 Organizes the physical setting to enhance learning;
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- 3.4 Implements well defined classroom procedures, yet remains flexible;
- 3.5 Makes appropriate use of support staff;
- 3.6 Teaches and models individual responsibility;
- 3.7 Establishes clear expectations for classroom operational processes and procedures.

Comments:

\_\_\_\_\_ **Criterion 4: The Handling of Student Discipline and Attendant Problems.** The certificated classroom teacher demonstrates the ability to manage the non-instructional, human dynamics in the educational setting.

Performance Indicators:

- a. Recognizes and addresses conditions which may lead to disciplinary problems;
- b. Establishes and teaches clear parameters for student conduct and regularly communicates expectations;
- c. Holds students accountable for expectation;
- d. Creates a positive environment where students are appropriately disciplined;
- e. Utilizes a variety of progressive interventions to encourage appropriate behavior and deescalate conflicts;
- f. Resolves discipline problems in accordance with law, school board policy, administrative regulations and policies;
- g. Exercises responsibility for student management throughout the entire building.

Comments:

\_\_\_\_\_ **Criterion 5: Interest in Teaching Pupils.** The certificated classroom teacher demonstrates an understanding of, and a commitment to, each pupil, taking into account each individual's unique background and characteristics.

Performance Indicators:

- 5.1 Expects all students to experience success;
- 5.2 Listens and responds appropriately to student concerns;
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- 5.5 Models lifelong learning with students;
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Comments:

\_\_\_\_\_ **Criterion 6: Professional Preparation and Scholarship.** The certificated classroom teacher exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching and a commitment to education as a profession.

Performance Indicators:

- 6.1 Demonstrates knowledge of current theory and methods of teaching;
- 6.2 Demonstrates commitment to the profession and its code of ethics;
- 6.3 Actively and collaboratively participates in the school improvement process by maintaining involvement in building goals and activities;
- 6.4 Participates in the diagnostic process and implements necessary modifications in the classroom to meet the special needs of all students including those with an IEP or 504 plan.
- 6.5 Exhibits flexibility, self-control and professional judgment;
- 6.6 Exhibits acceptable methods for resolving concerns, problems and/or conflicts within the school community.

Comments:

\_\_\_\_\_ **Criterion 7: Efforts Toward Improvement When Needed.** The certificated classroom teacher demonstrates an awareness of his or her limitations and strengths and demonstrates continued professional growth.

Performance Indicators:

- 7.1 Demonstrates ongoing reflection, self assessment and professional growth;
- 7.2 Responds and follows through with recommendations included in periodic and annual personnel evaluations;
- 7.3 Examines multiple student learning results and, if needed, seeks assistance to align instruction with successful practices.

Comments:

\_\_\_\_\_ **Criterion 8: Communication With Parents.** The certificated classroom teacher demonstrates an understanding of the importance of communication with parents/guardians in the educational process.

Performance Indicators:

- 8.1 Fosters the cooperative involvement and support of parents/guardians in the educational process.

Summary Comments:

**General Comments (optional):**

Date of Evaluation Conference:

It is my judgment, based on the adopted criteria, this staff member's overall performance during the evaluation period has been

Satisfactory

Unsatisfactory

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluatee's Signature \_\_\_\_\_

Date \_\_\_\_\_

The evaluatee shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. Signature indicates receipt of document, not necessarily agreement with the contents.



**Stanwood-Camano School District  
Observation/Evaluation of Performance  
Educational Support Employees**

Observation

90 day

Name:

Assignment:

School:

Date(s) of Observation:

Duration of Observation:

S= Satisfactory Performance	N = Needs Improvement	U = Unsatisfactory Performance
(Not to be used on Annual Evaluation)		

\_\_\_\_\_ **Criterion 1: KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD.** Each certificated support person demonstrates a depth and breadth of knowledge of theory and content in the special field. He/She demonstrates an understanding of and knowledge about common school education and the educational milieu grades P-12, and demonstrates the ability to integrate the area of specialty into the total school milieu.

Performance Indicators:

- 1.1 Demonstrate understanding of the basic principles of human growth and development;
- 1.2 Demonstrate awareness of personal and professional limitations and have the ability and knowledge to make appropriate referrals;
- 1.3 Relate and apply knowledge, research findings and theory deriving from the individual's specific discipline to the development of a program of services.

Comments:

\_\_\_\_\_ **Criterion 2: SPECIALIZED SKILL.** Each certificated support person demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

Performance Indicators:

- 2.1 Design and conduct a program providing specific and unique services within the individual's specific discipline;
- 2.2 Demonstrate ability to synthesize and integrate testing and non-testing data concerning the student:
  - (a) to help students integrate and assimilate data;
  - (b) to help others involved with the student interpret and use data appropriately and accurately;
  - (c) to help other specialists by providing case study materials;
- 2.3 Administer assessment procedures or to organize and prepare those who will administer assessment procedures;
- 2.4 Demonstrate ability to assist teachers and administrators integrate specialized information into the regular curricular program;
- 2.5 Develop goals and objectives consistent with district-level goals and objectives which will facilitate the implementation of program and services.

Comments:

\_\_\_\_\_ **Criterion 3: MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT.** Each certificated support person demonstrates an acceptable level of performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

Performance Indicators:

- 3.1 Select or recommend testing and non-testing devices, materials, and/or equipment appropriate to student needs;
- 3.2 Demonstrate the use and understanding of the limitations and restrictions of devices, material, and procedures, and other similar matters;
- 3.3 Use comparative and interpretive data;
- 3.4 Create an environment which provides privacy and protects students and family information, as mandated by code of ethics, federal and state regulations, and local school district policies.

Comments:

\_\_\_\_\_ **Criterion 4: THE SUPPORT PERSON AS A PROFESSIONAL.** Each certificated support person demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

Performance Indicators:

- 4.1 Demonstrate awareness of the law as it relates to area of specialization;
- 4.2 Demonstrate awareness of responsibilities to students, parents, and other educational personnel as defined by the professional code of ethics supported by the support person’s competence area;
- 4.3 Demonstrate commitment to school and professional activities (attendance at local district and state meetings, consortium activities, participation on special committees, and other similar matters);
- 4.4 Demonstrate commitment to the concept of career-long professional growth by participation in workshops and seminars or graduate study.

Comments:

\_\_\_\_\_ **Criterion 5: INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL.** Each certificated support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Performance Indicators:

- 5.1 Consult with other staff, school personnel, and parents, concerning the development, coordination, and/or extension of services to those needing specialized programs;
- 5.2 Plan and develop support program to serve the preventive and developmental needs of the school population and the special needs for some students;
- 5.3 Interpret characteristics and needs of students to parents, staff and community in group and individual settings via oral and written communications.

Comments:

**General Comments (optional):**

Date of Evaluation Conference:

It is my judgment, based on the adopted criteria, this staff member’s overall performance during the evaluation period has been

Satisfactory

Unsatisfactory

Evaluator’s Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluatee’s Signature \_\_\_\_\_

Date \_\_\_\_\_

The evaluatee shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. Signature indicates receipt of document, not necessarily agreement with the contents.

**Stanwood-Camano School District  
Annual Evaluation of Performance  
Educational Support Employees**

Annual

Name:

Assignment:

School:

Date(s) of Observation:

Duration of Observation:

S= Satisfactory Performance	U = Unsatisfactory Performance
-----------------------------	--------------------------------

\_\_\_\_\_ **Criterion 1: KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD.** Each certificated support person demonstrates a depth and breadth of knowledge of theory and content in the special field. He/She demonstrates an understanding of and knowledge about common school education and the educational milieu grades P-12, and demonstrates the ability to integrate the area of specialty into the total school milieu.

Performance Indicators:

- 1.1 Demonstrate understanding of the basic principles of human growth and development;
- 1.2 Demonstrate awareness of personal and professional limitations and have the ability and knowledge to make appropriate referrals;
- 1.3 Relate and apply knowledge, research findings and theory deriving from the individual’s specific discipline to the development of a program of services.

Comments:

\_\_\_\_\_ **Criterion 2: SPECIALIZED SKILL.** Each certificated support person demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

Performance Indicators:

- 2.1 Design and conduct a program providing specific and unique services within the individual’s specific discipline;
- 2.2 Demonstrate ability to synthesize and integrate testing and non-testing data concerning the student:
  - (b) to help students integrate and assimilate data;
  - (c) to help others involved with the student interpret and use data appropriately and accurately;
  - (d) to help other specialists by providing case study materials;
- 2.3 Administer assessment procedures or to organize and prepare those who will administer assessment procedures;
- 2.4 Demonstrate ability to assist teachers and administrators integrate specialized information into the regular curricular program;
- 2.5 Develop goals and objectives consistent with district-level goals and objectives which will facilitate the implementation of program and services.

Comments:

\_\_\_\_\_ **Criterion 3: MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT.** Each certificated support person demonstrates an acceptable level of performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

Performance Indicators:

- 3.1 Select or recommend testing and non-testing devices, materials, and/or equipment appropriate to student needs;

- 3.2 Demonstrate the use and understanding of the limitations and restrictions of devices, material, and procedures, and other similar matters;
- 3.3 Use comparative and interpretive data;
- 3.4 Create an environment which provides privacy and protects students and family information, as mandated by code of ethics, federal and state regulations, and local school district policies.

Comments:

\_\_\_\_\_ **Criterion 4: THE SUPPORT PERSON AS A PROFESSIONAL.** Each certificated support person demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

Performance Indicators:

- 4.1 Demonstrate awareness of the law as it relates to area of specialization;
- 4.2 Demonstrate awareness of responsibilities to students, parents, and other educational personnel as defined by the professional code of ethics supported by the support person's competence area;
- 4.3 Demonstrate commitment to school and professional activities (attendance at local district and state meetings, consortium activities, participation on special committees, and other similar matters);
- 4.4 Demonstrate commitment to the concept of career-long professional growth by participation in workshops and seminars or graduate study.

Comments:

\_\_\_\_\_ **Criterion 5: INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL.** Each certificated support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Performance Indicators:

- 5.1 Consult with other staff, school personnel, and parents, concerning the development, coordination, and/or extension of services to those needing specialized programs;
- 5.2 Plan and develop support program to serve the preventive and developmental needs of the school population and the special needs for some students;
- 5.3 Interpret characteristics and needs of students to parents, staff and community in group and individual settings via oral and written communications.

Comments:

**General Comments (optional):**

Date of Evaluation Conference:

It is my judgment, based on the adopted criteria, this staff member's overall performance during the evaluation period has been

Satisfactory

Unsatisfactory

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee's Signature \_\_\_\_\_ Date \_\_\_\_\_

The evaluatee shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. Signature indicates receipt of document, not necessarily agreement with the contents.

**STANWOOD-CAMANO SCHOOL DISTRICT #401**

**PROFESSIONAL GROWTH PLAN  
VERIFICATION**

Name \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_

Supervisor \_\_\_\_\_

Grade \_\_\_\_\_ Subject(s) \_\_\_\_\_

Goal(s): Teacher, Student, Program, Organizational (to be completed by staff member)  
\_\_\_\_\_

Identify Self-Assessment Instrument(s) Used  
\_\_\_\_\_

To be completed by supervisor:\_\_\_\_\_

Planning worksheet and activities verifying progress toward goal attainment were completed.

\_\_\_\_\_ has met the statutory requirements of the PGP for Washington State and the Stanwood-Camano Education Collective Bargaining Agreement.

Date \_\_\_\_\_

Staff Member \_\_\_\_\_

Date \_\_\_\_\_

Supervisor \_\_\_\_\_

Position \_\_\_\_\_

**5D+™ Rubric for Instructional Growth and Teacher Evaluation**

CENTER for EDUCATIONAL LEADERSHIP  
UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

<b>Purpose</b>		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>P1</b>	<b>Learning target(s) connected to standards</b>	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.
<b>P2</b>	<b>Lessons connected to previous and future lessons, broader purpose and transferable skill</b>	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.
<b>P3</b>	<b>Design of performance task</b>	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.
<b>P4</b>	<b>Communication of learning target(s)</b>	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.
<b>P5</b>	<b>Success criteria</b>	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.

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## 5D+™ Rubric for Instructional Growth and Teacher Evaluation

Student Engagement		Basic	Proficient	Distinguished
SE1	Quality of questioning	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
	Ownership of learning	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.
SE3	Capitalizing on students' strengths	Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/language) could be used as an asset for student learning.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.
	Opportunity and support for participation and meaning making	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.
SE5	Student talk	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.

## 5D+™ Rubric for Instructional Growth and Teacher Evaluation

<b>Curriculum &amp; Pedagogy</b>		Unsatisfactory	Basic	Proficient	Distinguished
<b>CP1</b>	<b>Alignment of instructional materials and tasks</b>	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.
<b>CP2</b>	<b>Teacher knowledge of content</b>	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.
<b>CP3</b>	<b>Discipline-specific teaching approaches</b>	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.
<b>CP4</b>	<b>Differentiated instruction for students</b>	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
<b>CP5</b>	<b>Use of scaffolds</b>	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.



Assessment for Student Learning		Unsatisfactory	Basic	Proficient	Distinguished
<b>A1</b>	<b>Student self-assessment</b>	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.
<b>A2</b>	<b>Student use of formative assessments over time</b>	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.
<b>A3</b>	<b>Quality of formative assessment methods</b>	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.
<b>A4</b>	<b>Teacher use of formative assessments</b>	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.
<b>A5</b>	<b>Collection systems for formative assessment data</b>	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.

## 5D+™ Rubric for Instructional Growth and Teacher Evaluation

Classroom Environment & Culture		Unsatisfactory	Basic	Proficient	Distinguished
CEC1	Classroom arrangement and resources	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
CEC2	Learning routines	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
CEC3	Use of learning time	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
CEC4	Student status	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CEC5	Norms for learning	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

## 5D+™ Rubric for Instructional Growth and Teacher Evaluation

Professional Collaboration & Communication		Basic	Proficient	Distinguished
PCC1	Collaboration with peers and administrators to improve student learning			
	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.
PCC2	Communication and collaboration with parents and guardians			
	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
PCC3	Communication within the school community about student progress			
	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.
PCC4	Support of school, district and state curricula, policies and initiatives			
	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
PCC5	Ethics and advocacy			
	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.

Appendix J

Washington State Criteria Student Growth Rubrics

Version 1.2

Student Growth Criteria 3, 6, and 8			
Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
Student Growth 3.1: Establish Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Student Growth 3.2: Achievement of Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.
Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
Student Growth 6.1: Establish Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Student Growth 6.2: Achievement of Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

(Updated 5/24/18)

<http://www.k12.wa.us/TPEP>  
 Improving Student Learning Through Improved Teaching and Leadership



**Washington State Criteria Student Growth Rubrics**  
Version 1.2

Student Growth Criteria 3, 6, and 8			
Student Growth Criterion 8: Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.			
Student Growth 8.1: Establish Team Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.

(Updated 5/24/18)

<http://www.k12.wa.us/TPEP>  
*Improving Student Learning Through Improved Teaching and Leadership*

## Appendix K

### Student Growth Goal-Setting Template

Teacher Name: \_\_\_\_\_ Student Growth Pre-Conference Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_ Student Growth Post-Conference Date: \_\_\_\_\_

#### **Whole Group Pre-Conference:**

1. What class or content area will be the context of your student growth goal(s) this year?
2. Why did you choose to focus on this particular class or content area?
3. What is the current performance level of all students in the selected class/content area related to your goal(s)?
4. What is/are your student growth goal(s) for all students in the class/content area you have chosen (Criteria SG 6.1)?
5. What multiple measures are you choosing to use to demonstrate student growth?
6. Why did you select these measures?
7. Would you like a checkpoint prior to your student growth post-conference?

#### **Whole Group Post-Conference:**

1. What are the results from the assessments you used to measure your (whole group) student growth goal(s)?
2. How many students met your growth goal(s)?
3. What do you attribute this to (positive and negative factors)?
4. What are your next steps?

**Subgroup Pre-Conference:**

1. What student sub group (not reaching full learning potential) will be included in your student growth goal(s)?
2. What informed your decision to focus on this student subgroup?
3. What is the current performance level of the selected student group in the selected class/content area related to your goal(s)?
4. What is/are your student growth goal(s) for the selected subgroup in the class/content area you have selected (Criteria SG 3.1)?
5. What multiple measures are you choosing to use to demonstrate student growth?
6. Why did you select these measures?
7. Would you like a checkpoint prior to your student growth post-conference?

**Subgroup Post-Conference:**

1. What are the results from the assessments you used to measure your (sub group) student growth goal(s)?
2. How many students met your growth goal(s)?
3. What do you attribute this to (positive and negative factors)?
4. What are your next steps?

**Collaborative/Collegial Practices Pre-Conference:**

1. How do you plan to consistently and actively collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year (Criteria SG 8.1)?
  
2. What is/are your timeline(s) for the above activities?

**Collaborative/Collegial Practices Post-Conference:**

1. In what ways did you collaborate with others this year?



APPENDIX L

**Comprehensive Observation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Criterion One: Centering instruction on high expectations for student achievement.** \_\_\_\_\_

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>P1 Purpose – Learning target(s) connected to standards</b>	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	
<b>P4 – Communication of learning target(s)</b>	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.	
<b>P5 – Success criteria</b>	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	
<b>CEC2 – Learning routines</b>	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.	
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Comments:

**Criterion Two: Demonstrating effective teaching practices.**

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>SE1 – Quality of questioning</b>	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	
<b>SE4 – Opportunity and support for participation and meaning making</b>	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.	
<b>SES5 – Student talk</b>	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is not teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	
<b>CP5 – Use of scaffolds</b>	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	
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Comments:

**Criterion Three: Recognizing individual student learning needs and developing strategies to address those needs.**

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>SE2 – Ownership of learning</b>	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	
<b>SE3 – Capitalizing on students’ strengths</b>	Teacher has little knowledge of how students’ strengths (academic background, life experiences and culture/ language) could be used as an asset for student learning.	Teacher has knowledge of students’ strengths (academic background, life experiences and culture/ language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students’ strengths (academic background, life experiences and culture/ language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students’ strengths (academic background, life experiences and culture/ language) and applies this knowledge in a variety of ways connected to the unit goals.	
<b>CP4 – Differentiated instruction for students</b>	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.	
<b>A4 – Teacher use of formative assessments</b>	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.	
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Comments:

**Criterion Four: Providing clear and intentional focus on subject matter content and curriculum.**

Criterion 4	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>P2 - Lessons connected to previous and future lessons, broader purpose and transferable skill</b>	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	
<b>CP1 – Alignment of instructional materials and tasks</b>	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	
<b>CP2 - Teacher knowledge of content</b>	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	
<b>CP3 – Discipline-specific teaching approaches</b>	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	
<b>P3 – Design of performance task</b>	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understanding to engage in new performance tasks.	
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Comments:

**Criterion Five: Fostering and managing a safe, positive learning environment.**

Criterion 5	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>CEC1 – Classroom arrangement and resources</b>	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	
<b>CEC3 – Use of learning time</b>	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, Management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	
<b>CEC4 – Student status</b>	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.	
<b>CEC5 – Norms for learning</b>	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	
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Comments:

**Criterion Six: Using multiple student data elements to modify instruction and improve student learning. \_\_\_\_\_**

Criterion 6	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>A1 – Student self-assessment</b>	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	
<b>A2 – Student use of formative assessments over time</b>	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/ course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	
<b>A3 – Quality of formative assessment methods</b>	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	
<b>A5 – Collection systems for formative assessment data</b>	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.	

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Comments:

**Criterion Seven: Communicating and collaborating with parents and the school community.**

Criterion 7	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>PCC2 – Communication and collaboration with parents and guardians</b>	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.	
<b>PCC3 – Communication within the school community about student progress</b>	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.	
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Comments:

**Criterion Eight: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.**

Criterion 8	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>PCC1 – Collaboration with peers and administrators to improve student learning</b>	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher contributes to collaborative work and/or teacher serves as a mentor for others' growth and development.	
<b>PCC4 – Support of school, district and state curricula, policies and initiatives</b>	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	
<b>PCC5 – Ethics and advocacy</b>	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.	
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Comments:

General Comments (Optional):



Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix M**

**Comprehensive Summative Evaluation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Criterion One: Centering instruction on high expectations for student achievement.**

Components:

- P1 Learning target(s) connected to standards \_\_\_\_\_
- P4 Communication of learning target(s) \_\_\_\_\_
- P5 Success criteria \_\_\_\_\_
- CEC2 Learning routines \_\_\_\_\_

Comments:

**Criterion Two: Demonstrating effective teaching practices.**

Components:

- SE1 Quality of questioning \_\_\_\_\_
- SE4 Opportunity and support for participation and meaning making \_\_\_\_\_
- SE5 Student talk \_\_\_\_\_
- CP5 Use of scaffolds \_\_\_\_\_

Comments:

**Criterion Three: Recognizing individual student learning needs and developing strategies to address those needs.**

Components:

- SE2 Ownership of learning \_\_\_\_\_
- SE3 Capitalizing on students' strengths \_\_\_\_\_
- CP4 Differentiated instruction for students \_\_\_\_\_
- A4 Teacher use of formative assessments \_\_\_\_\_

*Student Growth*

- SG 3.1 Establish Student Growth Goal(s) \_\_\_\_\_
- SG 3.2 Achievement of Student Growth Goal(s) \_\_\_\_\_

Comments:

**Criterion Four: Providing clear and intentional focus on subject matter content and curriculum.** \_\_\_\_\_

Components:

- P2 Lessons connected to previous and future lessons, broader purpose and transferable skill \_\_\_\_\_
- CP1 Alignment of instructional materials and tasks \_\_\_\_\_
- CP2 Teacher knowledge of content \_\_\_\_\_
- CP3 Discipline-specific teaching approaches \_\_\_\_\_
- P3 Design of performance task \_\_\_\_\_

Comments:

**Criterion Five: Fostering and managing a safe, positive learning environment.** \_\_\_\_\_

Components:

- CEC1 Classroom arrangement and resources \_\_\_\_\_
- CEC3 Use of learning time \_\_\_\_\_
- CEC4 Student status \_\_\_\_\_
- CEC5 Norms for learning \_\_\_\_\_

Comments:

**Criterion Six: Using multiple student data elements to modify instruction and improve student learning.** \_\_\_\_\_

Components:

- A1 Student self-assessment \_\_\_\_\_
- A2 Student use of formative assessments over time \_\_\_\_\_
- A3 Quality of formative assessment methods \_\_\_\_\_
- A5 Collection systems for formative assessment data \_\_\_\_\_

*Student Growth*

- SG 6.1 Establish Student Growth Goal(s) \_\_\_\_\_
- SG 6.2 Achievement of Student Growth Goal(s) \_\_\_\_\_

Comments:

**Criterion Seven: Communicating and collaborating with parents and the school community.** \_\_\_\_\_

Components:

- PCC2 Communication and collaboration with parents and guardians \_\_\_\_\_
- PCC3 Communication within the school community about student progress \_\_\_\_\_

Comments:

**Criterion Eight: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.**

Components:

- PCC1 Collaboration with peers and administrators to improve student learning
- PCC4 Support of school, district and state curricula, policies and initiatives
- PCC5 Ethics and advocacy

*Student Growth*

- SG 8.1 Establish Team Student Growth Goal(s)

Comments:

General Comments (Optional):

**Total Summative Score:**

**Student Growth Rubric Rating**

<b>Student Growth Rubrics</b>	<b>Score</b>
3.1 – Goal Setting – Subgroups of Students	
3.2 – Goal Achievement – Subgroups of Students	
6.1 – Goal Setting – Whole class of Students	
6.2 – Goal Achievement – Whole class of Students	
8.1 – Goal Setting – Collaborative Team	
<b>Total Student Growth Score</b>	

<b>Student Growth Impact Rating Scoring Band</b>		
5-12	13-17	18-20
Low	Average	High

A student growth score of "1" in any of the student growth rubrics will result in a Low rating. Student growth must include a minimum of two student growth measures.

**Student Growth Rating (Low, Average, High):** \_\_\_\_\_

**Total Summative Score:** \_\_\_\_\_

<b>OSPI Approved Summative Scoring Band</b>			
8-14	15-21	22-28	29-32
1	2	3	4
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>

**Summative Rating (U/B/P/D):** \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix N (Focused Observation Forms)  
(Criterion 1)**

**Focused Observation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_

Assignment/Subject: \_\_\_\_\_

School: \_\_\_\_\_

**Criterion One: Centering instruction on high expectations for student achievement.** \_\_\_\_\_

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>P1 Purpose – Learning target(s) connected to standards</b>	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	
<b>P4 – Communication of learning target(s)</b>	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.	
<b>P5 – Success criteria</b>	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	
<b>CEC2 – Learning routines</b>	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work and for learning. Students support the learning of others.	

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Comments: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix N (Focused Observation Forms)  
(Criterion 2)**

**Focused Observation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Criterion Two: Demonstrating effective teaching practices.**

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>SE1 – Quality of questioning</b>	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	
<b>SE4 – Opportunity and support for participation and meaning making</b>	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.	
<b>SE55 – Student talk</b>	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	
<b>CP5 – Use of scaffolds</b>	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If a teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	

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Comments:

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix N (Focused Observation Forms)**

(Criterion 3)

**Focused Observation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_

Assignment/Subject: \_\_\_\_\_

School: \_\_\_\_\_

**Criterion Three: Recognizing individual student learning needs and developing strategies to address those needs.**

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>SE2 – Ownership of learning</b>	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	
<b>SE3 – Capitalizing on students' strengths</b>	Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/ language) could be used as an asset for student learning.	Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.	
<b>CP4 – Differentiated instruction for students</b>	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy—such as time, space, structure or materials— to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies—such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies—such as time, space, structure and materials –to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.	
<b>A4 – Teacher use of formative assessments</b>	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.	

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Comments:

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.



**Appendix N (Focused Observation Forms)  
(Criterion 4)**

**Focused Observation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Criterion Four: Providing clear and intentional focus on subject matter content and curriculum.**

Criterion 4	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>P2 - Lessons connected to previous and future lessons, broader purpose and transferable skill</b>	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	
<b>CP1 – Alignment of instructional materials and tasks</b>	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' level of challenge.	
<b>CP2 - Teacher knowledge of content</b>	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	
<b>CP3 – Discipline-specific teaching approaches</b>	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	
<b>P3 – Design of performance task</b>	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understanding to engage in new performance tasks.	

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Comments:

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix N (Focused Observation Forms)  
(Criterion 5)**

**Focused Observation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Criterion Five: Fostering and managing a safe, positive learning environment.**

Criterion 5	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>CEC1 – Classroom arrangement and resources</b>	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	
<b>CEC3 – Use of learning time</b>	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, Management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	
<b>CEC4 – Student status</b>	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.	
<b>CEC5 – Norms for learning</b>	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	

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Comments:

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix N (Focused Observation Forms)  
(Criterion 6)**

**Focused Observation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Criterion Six: Using multiple student data elements to modify instruction and improve student learning. \_\_\_\_\_**

Criterion 6	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>A1 – Student self-assessment</b>	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher <del>provides</del> opportunity for <del>students</del> to assess <del>their own learning</del> in relation to the success <del>criteria</del> for the learning target(s) in ways that <del>deepen</del> student understanding of progress toward the target(s). Students use success criteria for improvement.	
<b>A2 – Student use of formative assessments over time</b>	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	
<b>A3 – Quality of formative assessment methods</b>	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	
<b>A5 – Collection systems for formative assessment data</b>	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.	
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Comments:

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix N (Focused Observation Forms)  
(Criterion 7)**

**Focused Observation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Criterion Seven: Communicating and collaborating with parents and school community.**

Criterion 7	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>PCC2 – Communication and collaboration with parents and guardians</b>	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.	
<b>PCC3 – Communication within the school community about student progress</b>	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.	
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Comments:

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix N (Focused Observation Forms)  
(Criterion 8)**

**Focused Observation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Criterion Eight: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.**

Criterion 8	Unsatisfactory	Basic	Proficient	Distinguished	Score
<b>PCC1 – Collaboration with peers and administrators to improve student learning</b>	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teachers serves as a mentor for others' growth and development.	
<b>PCC4 – Support of school, district and state curricula, policies and initiatives</b>	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	
<b>PCC5 – Ethics and advocacy</b>	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.	

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Comments:

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix O  
(Criterion 1)**

**Focused Summative Evaluation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_

Assignment/Subject: \_\_\_\_\_

School: \_\_\_\_\_

**Most recent Comprehensive Summative Evaluation Score:** \_\_\_\_\_

**Criterion One: Centering instruction on high expectations for student achievement.** \_\_\_\_\_

Components:

P1 Learning target(s) connected to standards \_\_\_\_\_

P4 Communication of learning target(s) \_\_\_\_\_

P5 Success criteria \_\_\_\_\_

CEC2 Learning routines \_\_\_\_\_

Student Growth

SG \_\_\_\_\_.1 Establish Student Growth Goal(s) \_\_\_\_\_

SG \_\_\_\_\_.2 Achievement of Student Growth Goal(s) \_\_\_\_\_

Comments:

**Summative Rating:** \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix O  
(Criterion 2)**

**Focused Summative Evaluation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Most recent Comprehensive Summative Evaluation Score:** \_\_\_\_\_

**Criterion Two: Demonstrating effective teaching practices** \_\_\_\_\_

Components:

- SE1 Quality of questioning \_\_\_\_\_
- SE4 Opportunity and support for participation and meaning-making \_\_\_\_\_
- SE5 Student talk \_\_\_\_\_
- CP5 Use of scaffolds \_\_\_\_\_

Student Growth

- SG \_\_\_\_\_1 Establish Student Growth Goal(s) \_\_\_\_\_
- SG \_\_\_\_\_2 Achievement of Student Growth Goal(s) \_\_\_\_\_

Comments:

**Summative Rating:** \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix O  
(Criterion 3)**

**Focused Summative Evaluation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Most recent Comprehensive Summative Evaluation Score:** \_\_\_\_\_

**Criterion Three: Recognizing individual student learning needs and developing strategies to address those needs.**

Components:

- SE2 Ownership of learning \_\_\_\_\_
- SE3 Capitalizing on students' strengths \_\_\_\_\_
- CP4 Differentiated instruction for students \_\_\_\_\_
- A4 Teachers use of formative assessments \_\_\_\_\_

Student Growth

- SG 3.1 Establish Student Growth Goal(s) \_\_\_\_\_
- SG 3.2 Achievement of Student Growth Goal(s) \_\_\_\_\_

Comments:

**Summative Rating:** \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.



**Appendix O  
(Criterion 4)**

**Focused Summative Evaluation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Most recent Comprehensive Summative Evaluation Score:** \_\_\_\_\_

**Criterion Four: Providing clear and intentional focus on subject matter content  
and curriculum.** \_\_\_\_\_

Components: \_\_\_\_\_

P2 Lessons connected to previous and future lessons, broader purpose and transferable skill \_\_\_\_\_

CP1 Alignment of instructional materials and tasks \_\_\_\_\_

CP2 Teacher knowledge of content \_\_\_\_\_

CP3 Discipline-specific teaching approaches \_\_\_\_\_

P3 Design of performance task \_\_\_\_\_

Student Growth

SG \_\_\_\_\_,1 Establish Student Growth Goal(s) \_\_\_\_\_

SG \_\_\_\_\_,2 Achievement of Student Growth Goal(s) \_\_\_\_\_

Comments:

**Summative Rating:** \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix O  
(Criterion 5)**

**Focused Summative Evaluation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Most recent Comprehensive Summative Evaluation Score:** \_\_\_\_\_

**Criterion Five: Fostering and managing a safe, positive learning environment.** \_\_\_\_\_

Components:

- CEC1 Classroom arrangement and resources \_\_\_\_\_
- CEC3 Use of learning time \_\_\_\_\_
- CEC4 Student status \_\_\_\_\_
- CEC5 Norms for learning \_\_\_\_\_

Student Growth

- SG \_\_\_\_\_ .1 Establish Student Growth Goal(s) \_\_\_\_\_
- SG \_\_\_\_\_ .2 Achievement of Student Growth Goal(s) \_\_\_\_\_

Comments:

**Summative Rating:** \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix O  
(Criterion 6)**

**Focused Summative Evaluation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Most recent Comprehensive Summative Evaluation Score:** \_\_\_\_\_

**Criterion Six: Using multiple student data elements to modify instruction and improve student learning.** \_\_\_\_\_

Components:

- A1 Student self-assessment \_\_\_\_\_
- A2 Student use of formative assessments over time \_\_\_\_\_
- A3 Quality of formative assessment methods \_\_\_\_\_
- A5 Collection systems for formative assessment data \_\_\_\_\_

Student Growth

- SG 6.1 Establish Student Growth Goal(s) \_\_\_\_\_
- SG 6.2 Achievement of Student Growth Goal(s) \_\_\_\_\_

Comments:

**Summative Rating:** \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix O  
(Criterion 7)**

**Focused Summative Evaluation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Most recent Comprehensive Summative Evaluation Score:** \_\_\_\_\_

**Criterion Seven: Communicating and collaborating with parents and the school community.** \_\_\_\_\_

Components:

PCC2 Communication and collaboration with parents and guardians \_\_\_\_\_

PCC3 Communication within the school community about student progress. \_\_\_\_\_

Student Growth

SG \_\_\_\_\_.1 Establish Student Growth Goal(s) \_\_\_\_\_

SG \_\_\_\_\_.2 Achievement of Student Growth Goal(s) \_\_\_\_\_

Comments:

**Summative Rating:** \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix O  
(Criterion 8)**

**Focused Summative Evaluation Form  
STANWOOD - CAMANO SCHOOL DISTRICT**

Teacher's Name: \_\_\_\_\_  
Assignment/Subject: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_  
School: \_\_\_\_\_

**Most recent Comprehensive Summative Evaluation Score:** \_\_\_\_\_

**Criterion Eight: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.** \_\_\_\_\_

Components:

- PCC1 Collaboration with peers and administrators to improve student learning \_\_\_\_\_
- PCC4 Support of school, district, and state curricula, policies and initiatives \_\_\_\_\_
- PCC5 Ethics and advocacy \_\_\_\_\_

Student Growth

- SG 8.1 Establish Team Student Growth Goal(s) \_\_\_\_\_

Comments:

**Summative Rating:** \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

**Appendix P**

**Focused Evaluation Planning Form (Criterion 1-7)**

Teacher Name \_\_\_\_\_ School \_\_\_\_\_

Grade or Content \_\_\_\_\_ School Year \_\_\_\_\_

This form is to assist the employee in planning an area of professional growth. Upon completion, this form will be discussed with the employee's evaluator. These questions will be the basis of conversation during the focused evaluation planning conference.

1. What criterion will be your focus for the year?
2. Why did you select this criterion? (i.e. Are there specific components that you want to improve on?)
3. What steps will you take to accomplish growth in this area?
4. How can I help you meet your goal?
5. Are you going to be working with anyone else on this criterion?
6. If you did not select Criterion 3 or 6, what student growth area will you select (you may choose either 3.1/3.2 or 6.1/6.2)?
7. When do you anticipate starting your student growth process?

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

**Appendix Q**

**Focused Evaluation Planning Form (Criterion 8)**

Teacher Name \_\_\_\_\_ School \_\_\_\_\_

Grade or Content \_\_\_\_\_ School Year \_\_\_\_\_

This form is to assist the employee in planning an area of professional growth. Upon completion, this form will be discussed with the employee's evaluator. These questions will be the basis of conversation during the focused evaluation planning conference.

1. Why did you select this criterion? (i.e. Are there specific components that you want to improve on?)
2. How do you plan to consistently and actively collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year (Criteria SG 8.1)?
3. Who will you be collaborating with?
4. What is/are your timeline(s) for the above activities?
5. How can I help you meet your goal?

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

## Appendix R

### Pre-Observation Conference Form

1. What is your learning target for the day?
2. What are your success criteria?
3. Standard addressed:
4. Where is this lesson in the unit?
5. What is the flow of the lesson? (Engagement Activities, Student Talk, Differentiation, Questioning Strategies, Formative Assessment Opportunities)
6. What will the lesson closure be?
7. What would you like me to know about this class that influenced your planning decisions?

Is there anything else you want me to watch for in this observation?



**Appendix S**

**STANWOOD-CAMANO SCHOOL DISTRICT - WALK THROUGH OBSERVATION FORM**

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

<b>Criterion 1</b>	<b>Centering Instruction on high expectations for student achievement.</b>
P1	Learning target(s) connected to standards
P4	Communication of learning target(s)
P5	Success criteria
CEC2	Learning routines
<b>Criterion 2</b>	<b>Demonstrating Effective Teaching Practices.</b>
SE1	Quality of questioning
SE4	Opportunity and support for participation and meaning making
SE5	Student talk
CP5	Use of scaffolds
<b>Criterion 3</b>	<b>Recognizing individual student learning needs and developing strategies to address those needs.</b>
SE2	Ownership of learning
SE3	Capitalizing on students' strengths
CP4	Differentiated instruction for students
A4	Teacher use of formative assessments

<b>Criterion 4</b>	<b>Providing clear and intentional focus on subject matter and content and curriculum.</b>
P2	Lessons connected to previous and future lessons, broader purpose and transferable skill
CP1	Alignment of instructional materials and tasks
CP2	Teacher knowledge of content
CP3	Discipline-specific teaching approaches
P3	Design of performance task
<b>Criterion 5</b>	<b>Fostering and managing a safe, positive learning environment.</b>
CEC1	Classroom arrangement and resources
CEC3	Use of learning time
CEC4	Student status
CEC5	Norms for learning
<b>Criterion 6</b>	<b>Using multiple student data elements to modify instruction and improve student learning.</b>
A1	Student self-assessment
A2	Student use of formative assessments over time
A3	Quality of formative assessment methods
A5	Collection systems for formative assessment data

**STANWOOD-CAMANO SCHOOL DISTRICT - WALK THROUGH OBSERVATION FORM**

**Comments/Continued**

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

What I noticed:

What I wondered:

Criterion 7	Communicating and collaborating with parents and school community
PCC2	Communication and collaboration with parents and guardians
PCC3	Communication within the school community about student progress

Criterion 8	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.
PCC1	Collaboration with peers and administrators to improve student learning
PCC4	Support of school, district, and state curricula, policies and initiatives
PCC5	Ethics and advocacy

## Appendix T

### Template Communication Letter for Classroom Evacuations Due to Student Behavior

<Date>

This letter is to inform you that your student was part of a classroom evacuation on <Date of incident>. Your student was moved to <classroom or area> for approximately <minutes> while a peer's behavior was addressed.

#### **When do classroom evaluations occur?**

There are times when a teacher or other school official may deem it necessary to remove students from a classroom when significant disruptive behavior by a student has occurred. We make every attempt to ensure classroom evacuations are rare.

#### **What discipline actions are being taken?**

In accordance with the Family Education Rights and Privacy Act (FERPA) we will not disclose information about specific students or incidents. Furthermore, it is important to remember that our students are growing and learning individuals. As a school community we do not want to blame students who need learning assistance, behavior support, or other interventions.

If you have questions, please contact <principal or designee and contact information>.

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